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Based on a national survey of summer enrichment programs, this circular contains descriptions of 81 unique enrichment programs offered by a cross-sample of 60 school districts during the summer of 1967. The following information is included for each program: Subject matter, ability level, grade level, enrollment, number of teachers, use of teacher aides and outside consultants, length of class, financial support, residency requirements, and cost to students. An index to the subject matter of the courses is included. (JH)

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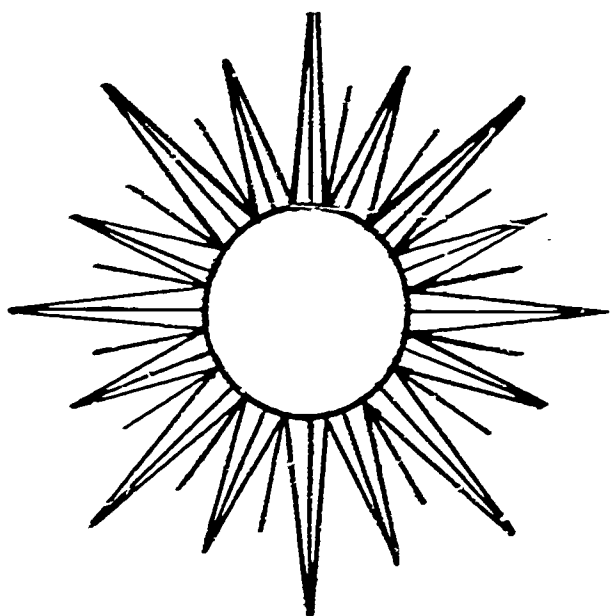


# CIRCULAR

No. 2, 1968

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## SUMMER ENRICHMENT PROGRAMS

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002 482



## SUMMER ENRICHMENT PROGRAMS

For hundreds of thousands of youngsters across the country the "good old summertime" is better than ever. While some children still must attend summer school to make up classes missed or failed during the regular school years, many others who do not have to attend are, as one fortunate 1967 summer enrollee put it, "happy to grab a chance" to participate in the growing number of imaginative and worthwhile enrichment classes offered in summer schools throughout the country. Whether they attend out of a desire to escape the confines of the inner city and the boredom of the long, hot summer with "nothing to do," or because they want to widen their learning experiences, more and more children are attracted to an increasing number of summer enrichment classes. And how have their expectations been met? A youngster who participated in one of last summer's programs stated it well: "I learned a lot in a limited time; it was easier to learn without the worry of written grades and tests. It was fun, interesting, and different."

In order to gather together some of these "fun, interesting, and different" courses, free from "the worry of written grades and tests," the Educational Research Service in the fall of 1967 sent a request to 400 urban, suburban, and rural school systems with enrollments ranging from over 1,000,000 to under 300 pupils. The systems were asked to describe some of the more unique enrichment programs which they offered in the summer of 1967 and to complete a brief questionnaire (reproduced on page 5f) regarding each one.

Earlier ERS surveys of summer school practices have focused primarily on remedial or make-up courses offered during summer school sessions. These types of courses were specifically eliminated from consideration in this present study, the purpose of which has been to identify some of the more unusual summer enrichment programs.

While more than half of the 369 programs submitted by the 149 school systems responding qualified as "different," space limitations necessitated narrowing down the final selection to the 81 actually reproduced in this Circular. The final selection was made primarily on the basis of originality of the program and the adequacy of the program description as presented by the contributor. Some of the programs had to be eliminated because, while the program may have been unusual in the school system submitting it, it was a part of the regular school program in other school districts; examples of this would be computer programming, Negro history, speed reading, and remedial reading. Although credit classes were generally eliminated from the final group, several courses for which credit could be obtained have been included because of the unusual nature of the programs, and because the courses were not available during the school year. The 81 programs described herein, beginning on page 4, are typical of the variety in subject matter, approach, staffing patterns, and many other factors found among the 369 descriptions received.

*Subject matter.* The 81 courses or programs represent a wide variety of subject matter--from Aesthetics to Zoology, with such unusual subjects in between as flight instruction, taxidermy, hunting, outdoor cooking, and Japanese. Many disciplines are represented--the social and natural sciences, the fine arts, the industrial arts, the language arts, business, and recreation. An index to the subject matter in the programs appears on pages 59 and 60. In addition to the subject matter taught in the programs, index entries have been made for student characteristics, instructional patterns, inservice programs, cooperative programs with other groups or agencies, and programs which combine several subjects.

*Ability levels.* These enrichment programs represent what may be called various levels of

enrichment aimed at several kinds of student ability levels. There are programs to help erase cultural deprivation among children of the inner city--programs which usually are remedial in nature, aimed at both social and academic remediation, but always dependent upon the voluntary participation of the students. Other programs are for children deprived in other ways--those who are mentally or physically handicapped. These too, may be partially remedial in nature, but the enriching experiences are never overlooked.

Enrichment for the gifted child is intended to help him explore new worlds and to challenge his superior ability--something often not possible in normal classroom work during the regular school year. The enrichment classes for the average child (academically and socially) tend to be a combination of these extremes, awakening him to everyday things and exposing him to new worlds.

*Grade levels.* Among the 1967 summer programs represented herein, one was conducted on the kindergarten level only, 29 were designated as elementary, four combined elementary and junior high students, 14 were for junior high students only, 18 for senior high only, six for both junior and senior high students, and nine were multigraded or nongraded, encompassing almost all the grades from K-12.

*Enrollments.* The 81 programs enrolled over 23,000 pupils, the largest share garnered by the multigraded programs (10,332); elementary programs were second with 7,589 pupils. The largest enrollment in a single program was 7,035 and the smallest was six.

*Classroom teachers.* Summer employment was provided 1,102 regular classroom teachers in the 60 school districts represented by the programs. Four programs did not utilize regular classroom teachers from within the school system as instructors. These four programs were among the 41 which utilized central office staff members or nonschool system personnel in the classroom, either full or part time.

*Teacher aides.* Only 27 of these programs had the benefit of either paid or volunteer teacher aides--20 programs utilized paid aides exclusively, three used only volunteer aides, and four classes had the services of both paid and volunteer aides. The total number of paid aides employed in the 24 programs which utilized them was 307, and the number of volunteer aides in seven programs was 65.

*Visiting lecturers and consultants.* In 41 of the programs, lecturers or consultants aided the classroom teacher in preprogram preparations or actually participated in the instruction, either in the classroom or on the field trips that were a part of so many of the enrichment programs of last summer.

*Length of programs or classes.* The average class in the survey ran for six weeks during the summer, although one was as long as 12 weeks and some were for only three weeks. All but three of the 81 programs met five days a week. Differences in length among the programs are most evident in the number of hours per day each class was held. The greatest number of programs met for three or four hours a day. Two ran as long as six and one-half hours each day, and one was held for only 50 minutes.

*Financial support.* The effect of federal aid is increasingly evident in school programs, but more than half (42) of these 81 programs were financed in whole or in part by local public funds. Twenty-eight received all or part of their financing from federal funds, and an additional nine received state funds for their operations. Tuition was the mainstay of nine programs, and another 17 reported receiving a small part of the operating expenses from registration and other fees, usually so nominal as to be only a token contribution toward total costs. Additional financing came from foundations in four programs, and service clubs and businesses contributed to another six programs.

*Residency requirements.* Fifty-seven of the programs reported herein were open only to residents of the school district (usually includ-



ing private and parochial school pupils). The majority of federally-supported and locally-supported programs were available only to resident students, but a large percentage of tuition-financed programs were available to both residents and nonresident enrollees.

*Costs to students.* Forty of the 81 programs were offered to enrollees at no cost to them; six charged students only for transportation for field trips or for supplies; and nine programs were made available upon the payment of a small registration fee only--usually \$1 to \$5. Twenty-six of the programs were supported entirely or in part by tuition charged of resident students. A few programs which did not require tuition of residents did charge tuition for non-resident students.

### *An observation*

Whether designed to awaken children to the wonders of their own locality, to expose them to foreign or intangible worlds, or to make them more aware of their own potentiality, the limited number of programs described in the following pages broadened the horizons of thousands of children. If these thousands could be multiplied by the many thousands reached by programs not identified in this study, it would be obvious that for many, many youngsters the summer of 1967 was not entirely one of boredom and wasted energy. The fact that many of the following descriptions conclude with a statement indicating the program will be repeated and expanded presents a promising outlook for the summer of 1968 and succeeding summers.

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1967 SUMMER ENRICHMENT PROGRAMS: INDIVIDUAL SUMMARIES FOR 31 PROGRAMS  
(Figures below name of school system are 1966-67 enrollment)

GWINN, MICHIGAN  
2,900 est.

**Title:** ENRICHMENT PROGRAM FOR  
MENTALLY RETARDED STUDENTS

**Grade level:** Elementary

**Students:** 30

**Classroom teachers:** 2

**Teacher aides:** 3 paid  
2 volunteer

**Outside consultants:** 2 paid

**Other instructional personnel:**  
1 elementary guidance counselor  
1 speech correctionist

**Financial support:** State and local  
public funds

**Length of program:** 6 weeks  
5 days a week  
4 hours a day

**Eligible students:** Residents only

**Costs to students:** None

This was an enrichment program for educable mentally retarded youngsters (IQ's 50-75) that combined a light touch of academic subjects with a heavy flavoring of field trips and recreational activities. The group was made up of two groups of 15 children comprising our primary class of children ranging in age from 6 to 9 and our intermediate class of children from 10 to 12.

Our purposes for having the program were many. Our special education teachers indicated that many of their students do not retain well over the summer the experiences that they have had during the year. The teachers further indicated that a certain adjustment period has to take place every September. We also feel that special education students need to have some organized activities during the summer months to keep them on a schedule. Another purpose of the program was to bring several new students in for the six weeks summer program to get them oriented to the program and the teacher before the fall session. Since one of our teachers was new to the program and a first year teacher, the summer program gave her six weeks to get to know her students and their families.

Included in the program was a three-day overnight camping experience which included organized swimming with a qualified instructor, hiking, outdoor cooking, arts and crafts, and recreational activities. The camping experience was held at a spacious church camp located in the school district and donated free of charge to us.

Besides the camping experience we also included a weekly field trip by school bus to points of interest in the area, such as a bakery, a dairy, a police station, a greenhouse, and others. We provided a free hot lunch and snack each day for the children at which time we tried to teach nutrition, kinds of foods, sharing, and proper eating habits.

We employed one of our speech correctionists part-time to offer speech improvement classes to all the students in both of the classes. She provided two half-hour speech improvement classes each week and consulted with the special education teachers who presented the speech improvement classes the other three days a week. We also employed part-time one of our elementary guidance counselors who provided guidance services to the students. She held conferences with parents and referred any children in need of the service to various social and medical agencies.

We had a parent visitation the last afternoon of the camping program which was also the end of the six-week program. After a picnic supper together, we gave the parents an opportunity to express their feelings about the program. Their responses were all extremely positive. The teachers reported that especially during the camping experience they really got to know their students. The teachers lived right with the students and shared all of their problems and concerns regardless of the time of day or night. The children were all extremely happy with the entire summer program, but especially with the three-day camp.

We feel that the program was very successful and plan to continue it next summer. We feel that our children profited in many ways. They participated in experiences that they will never forget. Next summer we want to make our program even more recreational and hope to extend the camp experience to one full week. We are sure that we can improve the entire program, but we feel that we have made a creative start that can be expanded in future summers.

(Contributor: Thomas P. Moss, Administrative Assistant)

DAYTON, OHIO  
60,219

*Title:* NEW VISIONS

*Grade level:* Elementary

*Classroom teachers:* 2

*Teacher aides:* 2 paid

*Other instructional personnel:*  
1 art director

*Financial support:* Federal funds

*Length of program:* 10 weeks  
5 days a week  
6 hours a day

*Eligible students:* Residents only

*Costs to students:* None

New Visions, an art museum for children of the Dayton, Ohio, public schools, was open during the summers of 1966 and 1967 as a component part of the Summer Program for Educational Advancement and Readjustment (SPEAR), a federally assisted program for schools in the poverty areas of the city.

At New Visions, the summer's culturally-oriented experiences were under the direction of the art director of the schools, with docents and their aides to act as tour guides for classes in the morning and to aid the children who had tickets to come on their own for exploratory experiences in the afternoon.

During the summer of 1967, displays and experiences centered in three different cultures--American Indian, Oriental, and Appalachian. Each display continued for a two-week period to provide adequate time to schedule morning tours for a number of classes in the SPEAR project, and to accommodate the children who came back with parents or older brothers or sisters for the afternoon activities.

With the greatest ingenuity and taste, the New Visions staff transformed several basement rooms of one of the oldest elementary buildings in Dayton (built in 1880). Entering by the museum's own outside door, the children first see an attractive ramp that invites their steps along a display area where they may view two-dimensional art objects on eye level or look down on three-dimensional objects. The other half of the exhibition area is a colorful maze which displays objects that may be explored through sight, touch, and sound. The children may sit upon cushions in small groups about the docent as they learn about certain artifacts.

The artifacts selected for New Visions are authentic, of high quality, and helpful in stimulating the imagination of children. For example, the director went to the Southern Highland section of the country to purchase such items as corn-husk dolls, wooden carvings, woven articles, braided rugs, bonnets and shawls, a coffee grinder, a kerosene lamp and lantern, a foot stool, a hearth broom, and a churn. The children are encouraged to touch and handle the objects.

The concentration on one culture in the displays and in the subsequent activities of dressing up, listening to music, dancing, and watching films related to the unit gave the children an opportunity to explore a people's culture in depth and thus to acquire a deeper understanding than they would in a casual multi-culture approach. During the "Appalachian Afternoon," the children wore straw hats or sunbonnets and aprons, did square dancing, sang folk songs to the accompaniment of the dulcimer, and made puppets for a puppet show. As some of the children themselves had come directly or were only a generation removed from the Appalachians, they were aided in positive self-concepts by finding their own familiar culture given such importance in a center devoted to learning.

The staff of New Visions developed an 8mm movie of the children's experiences in the three cultures explored during the summer of 1967. Sound was recorded on tape to make the movie alive. The film and tape recording, 30 minutes in length, will be used in inservice education programs with the staff of the Dayton schools and in interpreting the work of the public schools to community groups.

(Contributors: Martha Bains, Art Director, and Elizabeth M. Lane, Coordinator of Research and Program Evaluation, Federally Assisted Programs)



DAYTON, OHIO  
60,219

**Title:** SPEAR (SUMMER PROGRAM FOR EDUCATIONAL ADVANCEMENT AND READJUSTMENT)

**Grade level:** Elementary

**Students:** 1,660

**Classroom teachers:** 124

**Teacher aides:** 124 paid

**Outside consultants:** 43 volunteer

**Other instructional personnel:**  
Teacher consultants, guidance and language development consultants, and student teachers

**Financial support:** Federal funds

**Length of program:** 8 weeks  
5 days a week

**Students:** 4 hours a day

**Teachers:** 6 hours a day

**Eligible students:** Residents only

**Costs to students:** None

SPEAR, a Title I program funded under the Elementary and Secondary Education Act of 1965, has been locally designed to serve children from Dayton's inner city who come to school lacking the experience background that most children bring to the learning situation, or we might say that these children just do not relate to book-centered learning as well as the majority of children do. Many then become trapped in a pattern of failure and frustration.

SPEAR attempts to make the summertime a period when these children may be guided into new patterns of success through a multiplicity of community experiences (including community excursions and community resource people); through reading; and through the use of all the program personnel, resources, and techniques in helping them gain positive self-realization. We would hope that through the program, children would gain increased confidence and come to know themselves better in relation to other people and their community.

Children participating in the 1967 program were from all of Dayton's Title I elementary public and parochial schools. Children from the St. Joseph Home for Children, Gorman (school for crippled children), and Kennedy (school for the deaf and hard of hearing) attended their neighborhood schools as part of the regular group.

Children are identified for the program by giving each school an allotment based on the school's population and the percent of educational and cultural deprivation as determined by the survey of April 1966. Each school then chooses those children whom they deem to be in greatest need of the program.

To build a basis of self-esteem among children who are considered culturally and educationally deprived, the SPEAR design of 12 children in each class, guided by two adults, a teacher and a teacher's aide, provides a more individualized approach than Dayton's regular school program with an average class size of 27.7 in Title I schools.

The 34 schools, or learning units, participating in 1967 were organized by areas, each area with a Resource Learning Center and serviced by a staff of six specialists: a supervisor; a guidance counselor; a language development consultant; and resource teachers in music, art, and body management. SPEAR was also served by a coordinator and supervisor of special services. Our total staff, which comprised 280 people in 1967, was made up of 124 teachers, 124 aides, and 32 administrative and service people. We chose our teachers from the Dayton Public Schools, with preference for child-centered teachers rather than those who were primarily subject geared. Because many of the children had not been exposed to a male image for any length of time, we tried to hire 50 percent men for the program. Because SPEAR had constructive inservice qualities, we attempted to hire from as many schools, including high schools, within the system as possible.

SPEAR 1967 emphasized the development of the child's self-concept and was dedicated to helping each child gain positive self-realization. The experiential-language curriculum was a source of many opportunities for the child to experience success, to have his interests identified and stimulated, to express himself creatively through many media, to see himself in relationship to the community on field excursions, to work individually with adults in a child development setting, and to have his learning rate and pattern diagnosed and used as a basis for a developing curriculum. To a greater extent than before, the child could appreciate the increasing involvement of his parents and teachers in cooperative experiences. The experience-centered curriculum provided the basis for new concepts and meanings, encouraged self-expression, and contributed to language development and communication skills. Every effort was made to supply each group with a wealth of equipment and supplies to foster motivation and encourage achievement.

(Continued)



A budget of \$55 per group of 12 children was allowed for community excursions which could be arranged by city transit or chartered bus through the building coordinator and the supervisor of special services. The Dayton City Schools provided two of the most popular spots for visitation--the New Visions art museum for children and an Outdoor Education Center. Both of these were component parts of SPEAR 1967.

SPEAR also believes that if children are to be successful in gaining new directions their parents must be involved in the process. During the week of teacher orientation all the participants' homes were visited by SPEAR teachers and aides. The program was explained to parents and their active participation was invited. We followed up by involving them and utilizing their talents both in classroom and field projects. We found that in this way we were able to constructively bridge the gap between home and school and strengthen parental attitudes toward the education of the children.

Another result of the program leads us to believe that it may very well be double-barreled, or perhaps double-SPEARED. Teachers involved in the program last summer felt that they gained new motivation and concepts. These new insights are reflected in many of our city's classrooms this school year. Because of the program's resources, teachers were able to experiment with educational ideas and techniques. We feel that we have contributed in closing the gap between sound theory and practice. At the close of last summer's program, 45 percent of the teachers indicated that they felt differently about themselves, 55 percent felt differently about children, 85 percent didn't miss textbooks.

In addition to an orientation week, during the 1967 program, one afternoon each week was set aside to look at concerns as they evolved from the program. We also implemented a Communications Workshop for full-day personnel. The importance of opening and maintaining lines of communication and helping people to become more skilled in group dynamics and decision making were our goals.

(Contributors: Elizabeth M. Lane, Coordinator of Research and Program Evaluation, Federally Assisted Programs; and William P. Chamberlain, Coordinator)

ROCKVILLE CENTRE, NEW YORK  
4,126

*Title:* SMALL GASOLINE ENGINE  
REPAIR

*Grade level:* Junior high school

*Students:* 18

*Classroom teachers:* 1

*Financial support:* Local public  
funds

*Length of program:* 4 weeks  
1 day a week  
1½ hours a day

*Eligible students:* Residents only

*Costs to students:* None

Since an ever-increasing number of boys are interested in go-carts and 11-13 year olds are eager to earn money by mowing lawns, this course seemed to be a most fitting choice for a summer enrichment program. An average cross-section of students from both public and private schools of our district formed the class of 18. The average daily attendance was 17.

Motivation of these boys is easily attained by their own desire to get the family mower, outboard engine, or go-cart in running condition. With visual aides from companies that manufacture small gasoline engines and outboards, and a few selected free films from the General Motors film library on basic engine performance, the instruction phase takes place.

The only tools needed are basic ones, i.e., wrenches, screwdrivers, pliers, mallets, and a set of gauges for spark and point gap testing. Most boys can and do provide most of their own tools.

The only essential requirement for facilities other than bench space is access to an outside working area for the testing of engines once the overhaul and adjustments have been completed on the bench. All engines are mounted before a running test.

The high daily attendance and large number of engines repaired attests to the high degree of success attained in this voluntary summer program.

(Contributors: Norman T. Miller, Teacher, and Howard G. Bogart, Assistant Superintendent)

BROWARD COUNTY, FLORIDA (Ft. Lauderdale)  
90,001

*Title:* STAGECRAFT

*Grade level:* Senior high school

*Students:* 16

*Classroom teachers:* 1

*Financial support:* ASIS Enrichment Program (state funds) and registration fees

*Length of program:* 6 weeks  
5 days a week  
4 hours a day

*Eligible students:* Residents only

*Costs to students:* \$1.50 registration fee

This course in stagecraft (including puppetry), besides giving students an opportunity to participate in all the activities necessary to produce a play, provided entertainment for the children and adults of the community.

Students of varying abilities and experience in drama produced George Orwell's 1984 free of charge for the general public at the end of the course. In addition, they produced puppet shows each Tuesday and Thursday for neighborhood children.

Interest was so high that students usually stayed for twice the regular four-hour daily class. Because participating students came from several different public and parochial high schools, friendships were broadened and a better understanding of the value of teamwork was made possible. Several students plan to continue in the dramatic arts program during the school year.

The benefits of the program were many. Possibly the awareness of the pleasure that can be brought to others as well as to oneself through entertainment, while gaining skills in the dramatic arts by developing and enlarging one's own talents, was the prime benefit.

(Contributor: Mrs. Virginia A. Treo, Teacher of English and Drama, Northeast High School)

AKRON, OHIO  
58,622

*Title:* SUMMER EDUCATIONAL PARK

*Grade level:* Multigraded

*Students:* 316

*Classroom teachers:* 21

*Other instructional personnel:*  
Director and coordinators of elementary and secondary education and sports

*Financial support:* Tuition and foundation grants for scholarships

*Length of class:* 6 weeks  
5 days a week  
3 hours a day

*Eligible students:* Residents only

*Costs to students:* \$10 tuition  
(100 scholarships for tuition)

The program was designed to provide the facilities of a complex of three schools within easy walking distance, each representing a different educational level, to constitute a neighborhood center to draw children from throughout the city for summer recreation and learning that reaches beyond the program in the regular classroom. The purposes of the summer educational park included:

1. Flexible utilization of facilities on three campuses
2. Flexibility in sharing teacher specialities
3. Crossing of course and grade lines
4. Extended enrichment and broadened cultural understanding
5. Evaluation of extended education opportunities
6. Laying of groundwork for possible future educational park developments

On the junior high school level the program provided the following activities:

Carry-over sports (golf, swimming, bowling, tennis)  
Modern communications (review of dramatic productions, movie productions, and play production)  
Another language (conversational Russian)  
Reading and meaning (for the student reading at grade level but needing improvement in reading comprehension)

(Continued)

On the intermediate level the following courses were offered:

Journey to Junior High (orientation and transition for sixth-graders going into seventh grade)  
 Typing (to learn an extra skill)  
 Culture partners (pairing off with a partner from a different school neighborhood to study cultural patterns of different people in different periods)  
 Playacting (pantomimes, puppets, and plays)  
 Folk dancing (learning dances--old and new--in our country and others)

Parents, children, and teachers were enthusiastic about the program. It is our intention, if funds can be secured, to continue to expand the program in the coming summer.

(Contributor: Mrs. Theresa Hancy, Director of Program Development)

SAN BERNARDINO, CALIFORNIA  
 36,838

**Title:** LABORATORY AND FIELD BIOLOGY in conjunction with SCIENTIFIC ART MEDIA

**Grade Level:** Junior high school

**Students:** 12

**Classroom teachers:** 2

**Teacher aides:** 2 volunteer

**Financial support:** Local public funds

**Length of program:** 7 weeks  
 5 days a week  
 4 hours a day

**Eligible students:** Residents only

**Costs to students:** None

The students participating in this program were in the gifted ability range and had been recommended by their science teachers. They had all just completed the seventh grade.

The purpose of the program was to present a series of challenges through laboratory and field experiences to bring about further development of these youngsters' mental abilities. These experiences were refinements of the instructor's experiences with gifted children over a number of years.

In the laboratory each student had a precision microscope to use. All students studied such topics as microbiology of the surrounding environment; cells and tissues of the vertebrate; hematology laboratory examinations and studies; anatomy and physiology of the mammalian vertebrate; genetics of the drosophila; tide pool crustaceans, mollusks, echinodermata and other basic forms of life; and care and treatment of non-native animal species under zoological conditions. There were three field trips to university campuses, two to medical laboratories, one to a museum, one to a zoo, and one to an oceanarium. Guest speakers were arranged for each of these tours.

Concurrently, the students were learning to interpret and duplicate their scientific observations in various media and materials. Employed were line drawings, castings and models, plastic and latex molds, and other media found applicable to accurate scientific interpretation of observations. Many of the techniques were tried by the students and they selected those in which they were most adept. Several of these techniques were discussed by museum and university scientific illustrators and artists, and demonstrations were conducted. Interest level was extremely high. The local funding of the program provided all necessary materials and field trips.

The instructor personally feels that the program was extremely successful and would like to continue it each summer. Many of the experiences of this program have been carried back into the classroom to be used during the regular school year.

(Contributor: Richard E. Reed, Instructor)

KANAWHA COUNTY, WEST VIRGINIA (Charleston)  
58,373

**Title:** DEMONSTRATION CENTER FOR  
TEACHERS OF THE DISAD-  
VANTAGED

**Grade level:** Elementary and jun-  
ior high school

**Students:** 180

**Classroom teachers:** 18

**Teacher aides:** 1 paid

**Outside consultants:** 7 paid  
3 volunteer

**Other instructional personnel:**

- 1 reading teacher
- 1 Head Start teacher
- 2 directors
- 1 secondary coordinator
- 1 college coordinator
- 2 principals

**Financial support:** Federal funds

**Length of program:** 7 weeks

**Eligible students:** Residents and  
nonresidents

**Costs to students:** None

The Demonstration Center, funded through the Elementary and Secondary Education Act, was a joint effort on the part of the elementary and secondary divisions to provide inservice training for teachers and to provide an educational program for a number of educationally disadvantaged children.

The most unique feature of the Demonstration Center was that it had a coordinator from a university which issued three hours credit to each participating teacher. Two elementary supervisors assumed the position of co-directors of the Center. A high school teacher acted as coordinator of secondary teachers, and a member of the Marshall University staff was coordinator for the University.

The school term was divided into two sessions. During the morning sessions the participating teachers observed in the classroom, and the afternoons were devoted to workshop sessions.

The primary purpose of the demonstrating teachers was to depict proper pupil-teacher relations and a classroom atmosphere that was conducive to learning. In addition to attention to basic skills, an observer would find a classroom making ice cream, baking cakes or corn bread, doing stitchery, or preparing for a field trip to one of the dairies or a glass factory. The purpose behind these activities was to provide an interesting and exciting classroom atmosphere in order to motivate children to apply themselves to the basic subject of language arts. At the elementary level, they read recipes, wrote recipes, and described their activities in preparation for the day's work. The junior high school students were performing comparable activities on their level during this period.

Inservice participants also had an opportunity to learn to apply the mathematics program to real-life situations and to have experiences in working with consultants in subject areas. For instance, the physical education consultants worked with demonstrating teachers in introducing various skills needed for use with the balance beam, phys-educator, parallel bars, and jumping ropes.

The afternoon sessions consisted of workshops where teachers became actively engaged in discussions, demonstrations, functional use of educational media, and preparation and application of teaching aids. The participants also had an opportunity to work with some nationally-known consultants.

The Demonstration Center provided each participant with experiences in diagnosing reading difficulties. They learned to administer, score, and interpret informal reading inventories, providing them with the knowledge necessary to meet independent reading needs and to organize groups within the classroom on an appropriate instructional level.

The success of the program can best be determined by the carryover of ideas and techniques into the classrooms of the participating teachers. A subjective evaluation at the termination of the program had high praise for the observations and workshops.

(Contributor: John F. Santrock, Associate Superintendent for Instruction)



RICHMOND, VIRGINIA  
44,229

**Title:** MATHEMATICS-SCIENCE CENTER  
SUMMER PROGRAM

**Grade Level:** Multigraded  
(grades 5-12)

**Students:** 300

**Classroom teachers:** 30

**Other instructional personnel:**  
15 master teachers

**Financial support:** Federal funds  
and local public funds

**Length of program:** 6 weeks  
5 days a week  
3½ hours a day

**Eligible students:** Residents only

**Costs to student:** None

The Mathematics-Science Center Summer Program was conducted as a joint summer program by the schools of Richmond City and Chesterfield, Goochland, Hanover, Henrico, and Powhatan County schools. The program emphasized laboratory and field work. The applications of mathematics in a scientific world were stressed as well as mathematical theory. Wherever possible, mathematics and science were joined in an interdisciplinary approach.

The students were average to better than average with a high degree of interest in mathematics and/or science. They were heterogeneous with respect to race, religion, geographical distribution (rural, suburban, and city), school types (private, public, and parochial), socioeconomic levels, and specific academic interests. They were rather homogeneous with respect to ability.

Teachers from the above-mentioned school systems participated in the program for inservice training, under the direction of 15 master teachers from the elementary, secondary, and college ranks.

There were 14 classes and 11 different courses, representing grades 5 through 12. The titles of the classes indicate the variety in the program:

Field Botany  
Field Zoology  
Oceanography  
Selective Preview of Organic Chemistry  
Electronics  
Mathematical Analyses: Elementary Functions,  
Analytical Geometry, and Probability and  
Statistics

Vector Analysis, with Correlated Physics  
Laboratory  
Mathematic Logic and Uses of Mathematics  
in the Sciences  
Computer Programming and Enriched Algebra  
Our Mathematical and Scientific World  
Interrelationship of the Living World and  
the Non-Living Environment

With special emphasis on laboratory and field work, it was necessary to travel extensively. Trips were taken to outdoor laboratories, schools, research laboratories, weather stations, and air fields. All in all, the classes traveled 11,000 miles during the six-week period--east to the Tidewater area, southeast to the North Carolina coast, north to Washington, D. C., and west to the Alleghany Mountains.

The response to the program has been outstanding. Children and parents have been eager to participate in the regular year program, and continue to ask about next summer. Students have written accounts of their summer experiences in school newspapers, and have given written and oral reports in their regular classes this fall. They are keeping friendships that were established during the summer. There is evidence that common interests in mathematics and science reduce the concern about race, socioeconomic factors, religion, and geographical areas. Teachers participating in the program have talked to groups, workshops, school boards, school faculties, administrative groups, and service organizations at the request of the respective groups.

The real value of this program is that children are learning firsthand. They are helped to learn by outstanding teachers from colleges, high schools, and elementary schools. These teachers normally would be employed in some less fruitful occupation during the summer. The program makes more effective use of human and physical resources. The children are more interested in learning, and the experiences of the summer open up new worlds to inquiring minds. This is mathematics and science education at its best.

(Contributor: Robert C. Haynes, Director of the Mathematics-Science Center)

SPRING BRANCH SCHOOL DISTRICT, TEXAS (Houston)  
26,215

**Title:** SUMMER SCIENCE SAFARIS

**Grade level:** Elementary  
(grade 6)

**Students:** 900

**Classroom teachers:** 18

**Financial support:** Tuition

**Length of program:** 4 weeks  
5 days a week  
Half or full  
day

**Eligible students:** Residents only

**Costs to students:** \$25 tuition

The Summer Science Safaris program, conducted by the school system for a number of years, is based on the theory that the best kind of summer program is one which combines healthy outdoor activity with educational opportunities. Participants are children who have just completed fifth grade.

The program is held in each junior high school of the district, and students participate in the program at the school nearest their homes. Generally, the program is composed of alternating days of laboratory work and field trips. On laboratory days the children are at the school for two hours doing experiments, with two sessions provided each morning. On field trip days school buses take both morning classes on field trips to various points of interest for either a half or full day, according to the distance involved and the activities available at the site. On all-day trips the children bring packed lunches for picnics at the site and are advised to bring money for a "hamburger and drink" on the way home if the trip extends into the evening hours.

Field trips are designed to supplement the previous day's laboratory experience, as well as to provide outdoor physical activity. For instance, a study of plants is followed by a day's trip to the park arboretum and swimming pool. Other combinations include studying fossils and visiting an oil refinery; dissecting a mouse and visiting the zoo; studying astronomy and visiting the planetarium.

On six successive Saturdays during the fall Saturday Science Safaris, consisting only of field trips, are conducted for fourth and eighth graders. The eighth graders are eligible for the special Saturday Science Safari in Geology. A \$20 tuition charge is made for the fall series.

(Contributor: Robert A. Vines, Science Center Coordinator)

STROMSBURG, NEBRASKA  
500 est.

**Title:** NATURE, SCIENCE, AND GEOGRAPHY OF NEBRASKA

**Grade level:** High school  
(grades 9-10)

**Students:** 11

**Classroom teachers:** 1

**Financial support:** Federal funds

**Length of program:** 6 weeks  
5 days a week  
3 hours a day

**Eligible students:** Residents only

**Costs to students:** None

The students for this class were selected from a group recommended by teachers. These students were not necessarily slow learners, but for some reason or another they had lost interest in school work. Most came to the class with great apprehension, but once the program was in progress they seemed to exhibit a great deal of interest.

The first week of the program was devoted to learning about and understanding the game laws of Nebraska. This part of the program was presented with the aid of material from the Nebraska Youth Program obtained from the Game, Forestation, and Parks Commission, and included three days study of safety factors involved in wildlife conservation. Students were taught to use a rifle properly and to use a bow and arrow. Some time was also devoted to showing students techniques in catching fish, identifying types of game fish, and dissection to show the basic parts of the fish.

The next phase of the program was insect study. This involved the collection, preserving, and mounting of insects under the various insect orders. While the students collected insects, time was also spent identifying noxious weeds, flowering plants, and trees in the community. The program fea-

(Continued)

red films each week on geographic, hunting, and fishing areas of the United States and other parts of the world.

The project culminated in a week-long field trip to western and northern Nebraska. This field trip helped the students see areas of their own state most of them had not seen before. The trip included camping out, noting the varying topography of the state, and sight-seeing at many interesting places along the way.

At the conclusion of the session all expressed the same feeling—that they not only had had a good time but had learned a great deal as well.

(Contributor: Ernest Johnson, Principal and Title I Administrator)

LOS ANGELES, CALIFORNIA  
632,492

**Title:** FIELD TRIP LABORATORY  
CLASS

**Grade level:** Elementary  
(grades 3-6)

**Students:** 960

**Classroom teachers:** 48

**Other instructional personnel:**  
Area office administrative consultants, elementary principals, and community resource people

**Financial support:** Federal funds

**Length of program:** 6 weeks  
5 days a week  
3 hours a day

**Eligible students:** Residents only

**Costs to students:** None

This class was designed for children selected from the middle (3-4) and upper (5-6) grades who have shown an interest in the social sciences and possess leadership qualities. The 20 children in each class were involved in planning, taking, and evaluating the field trips; developing skills associated with oral and written communication; and gaining an understanding of the city in which they live, its functional services and cultural and industrial resources. The field trips were oriented to the community and were built around a central theme of geography, history, civics, industry, or economics, depending upon the teacher's interest and that of the class. Each class in the 48 schools was scheduled for two field trips each week. Eight of the trips were selected from prepared units, and two trips were to be planned and developed by the teacher. School buses were scheduled for each trip and each school on a master schedule, and covered a total of 480 trips in the Los Angeles community.

Community resource people were invited by the teacher to visit the classes to help the children plan and prepare themselves for each field trip. These same resource people were on hand to meet the children at the particular trip's destination and to reinforce the previous planning and preparation that had been developed in the classroom.

Most of the teachers selected units in geography, history, civics, or industry. Only a few teachers selected the unit on economics; of the teachers who selected the unit on

economics, the majority indicated it was the unit most needed by children from disadvantaged areas and would be their choice again.

Although a great deal of administrative work was required to secure, develop, and schedule all of the field trips, it was one of the most successful programs in terms of helping children understand their community, develop new aspirations and self-images, and develop motivation for continued educational growth and learning.

(Contributor: Keith A. Wilson, Administrative Consultant)



WASHINGTON, D. C.  
145,951

**Title:** THEATER WORKSHOPS  
**Grade Level:** Multigraded  
**Students:** 60  
**Classroom teachers:** Not reported  
**Instructional personnel:**  
Members of Arena Stage Acting Company  
**Financial support:** Federal funds  
**Length of program:** 6 weeks  
5 days a week  
1 hour a day  
**Eligible students:** Residents only  
**Costs to students:** None

This program attempted, through specially-developed theater techniques, to capture the imagination of the urban child who has become alienated from normal classroom techniques.

Members of Arena Stage, a resident professional theatre of national reputation, conducted in-classroom training for teachers and students in a wide variety of theater techniques and speech development as they apply to the public school curriculum. The program was not designed as instruction in drama, but was oriented directly to the classroom situation and the teacher's problem of making subject matter "come alive" for children.

(Contributor: Mildred P. Cooper, Assistant for Research and Planning)

MONONA GROVE SCHOOL DISTRICT, WISCONSIN (Madison)  
3,500

**Title:** SCIENCE AVIATION  
**Grade Level:** Senior high school  
**Students:** Not reported  
**Classroom teachers:** 1  
**Outside consultants:** 1 volunteer  
**Other instructional personnel:**  
Airport flying instructor  
**Financial support:** State and local public funds, and fees  
**Length of program:** 6 weeks  
5 days a week  
2½ hours a day  
**Eligible students:** Residents and nonresidents  
**Costs to students:** \$75 for ground school and dual flight instruction. (Ground school only, \$9.50)

Career opportunities in the field of aerospace technology are almost unlimited. Today, only a handful of high schools throughout the country offer a full course in aviation education. Consequently few of our nation's juniors and seniors are entering the field of aviation and most of the career opportunities go by with little or no consideration given to them.

During the summer of 1967 a science aviation program was offered to students who were 16 years of age by the first day of summer school and could pass a 3rd class FAA physical examination. The program was six weeks in length and consisted of two phases: a ground school during which the student would have the opportunity to take the FAA examination, and eight hours of dual flight instruction. Students could sign up for just the ground school portion of the program, although none did.

Students who completed the ground school portion were given the FAA private pilot's examination. Those who completed the flight training were issued an FAA student pilot license. Students who wished to continue their pilot training beyond the summer program could do so at a reduced cost.

Indications from all the people involved in the program are that it was a complete success. By the end of the course three students had passed the FAA written examination and eight had soloed. All the students in the class said they would go through the program again if they had the opportunity to make the same decision.

(Contributor: Gordon McChesney, Summer School Director)



WINSTON-SALEM/FORSYTH COUNTY, NORTH CAROLINA (Winston-Salem)  
47,343

*Title:* SUMMER HONORS ART PROGRAM

*Grade level:* Junior and senior  
high school

*Students:* 96

*Classroom teachers:* 9

*Other instructional personnel:*  
Art coordinator, program director

*Financial support:* Tuition, registration fees, and private scholarships

*Length of program:* 4 weeks  
5 days a week  
3 hours a day

*Eligible students:* Residents only

*Costs to students:* \$55 tuition  
plus \$10 registration fee

The Summer Honors Program in art was sponsored jointly by the Winston-Salem/Forsyth County School System and the Arts and Crafts Association of Winston-Salem.

Students were selected on the basis of their interest and potential in art. They were allowed to choose three areas of study, from such courses as batik, silk-screen, painting, drawing, sculpture, ceramics, weaving, and enameling. For the first three weeks they worked in two areas each morning from 9 until 12; the fourth week they spent the entire three-hour period in one area.

Classes were held in the workshop labs of the Arts and Crafts Association at the James G. Hanes Community Center. Classes were kept small to insure individual attention. Nine art teachers were selected as those being most qualified in their particular fields. The students and teachers dressed very informally in comfortable clothes, and the atmosphere was one of relaxation and freedom which manifested itself in the creativeness of the students' work.

The students were allowed to stay after school and work in the afternoon on special projects. The response to the program was sincere and thankful, and an atmosphere of real creativity existed. Our evaluation of the program raised questions pertaining to our regular school programs in art and our teaching strengths, and provided insights into the many problems which face creative children. The program will be offered again in 1968.

(Contributor: Marvin Ward, Superintendent)

HIGHLINE SCHOOL DISTRICT, WASHINGTON (Seattle)  
30,080

*Title:* KINDERGARTEN SCIENCE

*Grade level:* Kindergarten

*Students:* 23

*Classroom teachers:* 1

*Teacher aides:* 1 paid

*Financial support:* Tuition

*Length of program:* 4 weeks  
5 days a week  
3 hours a day

*Eligible students:* Residents only

*Costs to students:* \$30 tuition

The summer enrichment program for kindergarten science was an attempt to test the feasibility of presenting science concepts to kindergarten-aged students. Two major topic areas were covered during the four-week program, ecology and oceanography.

The class showed a good cross section of student ability from low to high, plus two children who were described before the series began as "problem children."

Student response to the man who taught the class was excellent. All the children were actively involved with the program. The over-all assessment of the program was also excellent. We plan to offer this opportunity again next summer.

(Contributor: William Beard, Director of Instructional Services)

SAN FRANCISCO, CALIFORNIA  
94,981

**Title:** PHOTOGRAPHY

**Grade level:** Elementary (intermediate grades)

**Students:** 33

**Classroom teachers:** 2

**Outside consultants:** 3 paid

**Financial support:** Local public funds

**Length of program:** 6 weeks  
5 days a week  
5 hours a day

**Eligible students:** Residents only

**Costs to students:** None

Intermediate grade pupils enrolled in this class at Sutro Summer School were each given a camera to use in the course. They were given training in setting up a dark room, taking pictures, developing film, and enlarging pictures. High school students aided the younger pupils in the development of the program.

Special field trips were taken to investigate the uses of photography, and the children served as official photographers for other classes going on field trips.

A tremendous volume of reading material was developed as a result of the class; summaries of field trips and directions for using cameras and for developing films were produced by the children.

The program was effective as a motivational factor in training the children to observe and to learn from observation.

(Contributor: Agatha B. Hogan, Elementary Supervisor)

NEWPORT NEWS, VIRGINIA  
29,289

**Title:** TIDEWATER DISCOVERY

**Grade level:** Elementary  
(grades 4-6)

**Students:** 45

**Classroom teachers:** 2

**Teacher aides:** 2 paid

**Other instructional personnel:**  
Art consultant and library staff  
of instructional materials center

**Financial support:** Federal funds,  
local public funds, and fees

**Length of program:** 6 weeks  
5 days a week  
3 hours a day  
(6 hours a day  
on field trip  
days)

**Eligible students:** Residents and  
nonresidents

**Costs to students:** \$20 fee for  
transportation and art materials

This program attempted to provide a new awareness about the area in which we live; the children studied Tidewater, Virginia, in depth through speaking, hearing, seeing, feeling, and thinking along those avenues of discovery prompted by the students' interest and curiosity. History tours, nature hikes, industrial tours, audiovisual multi-media, art experiences, and outside consultants were all part of the Tidewater Discovery program. The course evolved from the students' interests to include:

1. A study of the natural features of Tidewater, culminating in a boat trip tour of the great Hampton Roads.
2. A trip back through the time machine where the children visited historical places, prepared their own textbook, and created experiences similar to the olden days as they made mats from reeds gathered in the marshes; hand dipped candles; and prepared, cranked, and tasted homemade ice cream.
3. A close look at Space Age Tidewater, which included a ride in an amphibious Lark at Fort Story, Virginia, where the Green Berets were in maneuvers.

The field trips included visits to Colonial Williamsburg; Yorktown's Revolutionary War battlefield, tourist center, cliffs, and beaches; Civil War trenches in Newport News City Park; earthworks near Big Bethel battlefield and Fort Nonsense in Mathews; Mariners Museum; Hampton Space Park; Syms Eaton Museum; the Peninsula Nature Museum; the Virginia Institute of Marine Science at Gloucester; the city library; the city

(Continued)

reservoir; the Jefferson Davis Casemate, oldest churches in Tidewater; War Memorial Museum; Fort Eustis, and Fort Story. The children dug for fossils at Rice's Fossil Pits, toured an old ice plant at Cricket Hill, and studied the old Denbigh Plantation site.

Creative writing was part of the classroom work which tied the tours together. Titles of their work included "I Dreamed I Was a Rick" and "I Dreamed I Was a Shingle." Nature hikes produced much interest in science, and collected specimens were studied under the microscope.

The fact that 45 boys and girls from seven different elementary schools took their precious summer time to attend summer school pioneering in a social studies course, with no dropouts and few absences, speaks for itself and must be considered in any evaluation of the program. Parents report many children who have always been dragged out of bed were up and "champing at the bit" to go to summer school. Half of the children have requested a continuation next summer. Parents and teachers have requested that Tidewater Discovery be repeated next summer, and suggestions are being screened for other areas in which enrichment programs can be organized. One must conclude that the program was a success.

(Contributor: Kenneth R. Matthews, Principal, Saunders Elementary School)

FAIRFAX COUNTY, VIRGINIA (Fairfax)  
101,848

*Title:* SUMMER INSTITUTES IN  
ASTRONOMY, BIOLOGY, AND  
CHEMISTRY

*Grade Level:* High school  
(grades 9-12)

*Students:* 75

*Classroom teachers:* 3

*Other instructional personnel:*  
3 college professors

*Outside consultants:* 3 paid  
24 volunteer

*Financial support:* Local public  
funds and fees

*Length of program:* 6 weeks  
5 days a week  
4 hours a day

*Eligible students:* Residents only

*Costs to students:* \$8 for trans-  
portation

Three summer science institutes, each headed by a university professor assisted by a local teacher, were held for 75 students in grades 9-12. To participate in either the astronomy, biology, or chemistry institute students had to have completed introductory courses in the field, have a record of strong achievement in mathematics and science, and have evidenced an aptitude for and interest in scientific research. Selection of the students was made on the basis of teacher recommendations and the pupil's written statement of purpose in attending the institute.

The various approaches utilized in the institutes included lecture-demonstrations by the visiting university professor, unified laboratory experiences, field trips to scientific research facilities, lectures and demonstrations by visiting specialists, and orientation of the students toward individual research projects in the latter weeks of the institute.

The Astronomy Institute, enrolling 25 pupils in grades 9-12, included field trips to Greenbank, West Virginia, and the Naval Research Laboratories.

The Biology Institute for 25 pupils in grade 10 provided an in-depth study of genetics and featured field trips to Beltsville, Maryland; Hazleton Laboratories; and Melpar, Inc.

The Chemistry Institute, providing an in-depth study of the chemical process involved in aqueous solution chemistry and field trips to Atlantic Research Corporation, the Naval Research Laboratories, and Melpar, Inc., enrolled 25 eleventh-graders.

A Genetics Institute for seventh-grade pupils and a space science class for eighth-graders, enrolling 50 pupils each, also were part of the summer's program. Six regular classroom teachers and 24 outside consultants participated in the classes. Field trips were also an integral part of these classes; pupils paid \$5 for transportation.

(Contributors: Charles E. King, Coordinator of Research and Curriculum Evaluation; Charles R. Davis, Supervisor of Science; and Teddy Gates, Assistant Supervisor of Science)

NEW YORK, NEW YORK  
1,084,845

*Title:* PROGRAMS TO EXCITE POTENTIAL

*Grade level:* Junior high school (grades 8-9)

*Students:* 150

*Classroom teachers:* 20

*Teacher aides:* 20 paid

*Outside consultants:* 20 paid

*Other instructional personnel:*  
7 ballet instructors

*Financial support:* Federal funds, local public funds, and foundation grants

*Length of program:* 8 weeks  
7 days a week

*Eligible students:* Residents only

*Costs to students:* None

One hundred and fifty disadvantaged eighth- and ninth-grade pupils from the 10 largest cities in the state of New York lived on the campus of Skidmore College for an eight-week period. Children were recommended for the program because they were not achieving in their local area according to their potential. They took part in creative, dramatic, and literary activities, as well as science programs and fine arts and crafts classes. Visits to local points of interest were also part of the eight-week program. An evaluation of the total program is being conducted by the State Education Department.

(Contributor: Gordon Ascher, Acting Research Technician)

SPRINGFIELD, MASSACHUSETTS  
32,256

*Title:* C.L.A.S.S. (CULTURAL LANGUAGE ARTS SUMMER STUDY)

*Grade level:* Junior high school

*Students:* 360

*Classroom teachers:* 24

*Teacher aides:* 24 paid

*Outside consultants:* 3 paid  
2 volunteer

*Financial support:* Federal funds

*Length of program:* 8 weeks  
5 days a week  
4 hours a day

*Eligible students:* Residents and nonresidents

*Costs to students:* None

This enrichment program was proposed for federal funding under Title III with the following major objectives in mind:

1. To enable a student to communicate effectively in a foreign language (French, German, or Spanish).
2. To help the student acquire a deepening knowledge, understanding, and appreciation of another people's language and culture through such activities as celebration of national holidays, sports and games with only a foreign language spoken, and plays.

Students selected had a minimum of two years above grade level in language areas on the Stanford or Iowa Achievement Test scores. The Intelligence Quotient cutoff was 125-30. Teacher recommendations also were taken into consideration. Physical and emotional stability, with no scholastic record below the grade of B, were additional criteria.

Students with many of these assets and no prior language experience were encouraged to pursue the first-level of language. They were expected to follow through in their course work in the fall.

The attendance and variety of activities complementing classroom instruction elicited a very enthusiastic response

(Continued)



from students and teachers. The advantage of being able to relieve teachers by substituting the native aides, so that inservice training was possible over the entire eight weeks, added strength to the program.

We consider this a very fine enrichment activity and will write a continuation project this winter. However, it is hoped that a slight tuition fee will be started with the summer 1968 project.

(Contributor: Harding J. Stewart, Project Writer)

EVANSTON, ILLINOIS--Elementary School District  
10,767

*Title:* LINCOLNWOOD SUMMER SCHOOL  
CENTER (Reading and Mathematics)

*Grade level:* Elementary  
(grades 1-5)

*Students:* 135

*Classroom teachers:* 11

*Other instructional personnel:*  
1 teacher of impaired hearing  
1 teacher for special learning disabilities  
1 drama teacher  
1 school social worker  
1 orthopedic teacher  
1 teacher of educable mentally handicapped  
1 coordinator of instruction

*Financial support:* Tuition

*Length of program:* 6 weeks  
5 days a week  
3 hours a day

*Eligible students:* Residents and nonresidents

*Costs to students:* Residents, \$35;  
nonresidents, \$50 tuition.

The Summer Center was planned as a nongraded, multi-aged, team teaching program for children who had completed kindergarten through fourth grade. Our pupils represented the white, Negro, and oriental races and ranged through a broad socioeconomic scale.

The program began with two staff teams. One team was to work with children who were unmotivated, underachieving, or deficient in the areas of reading and arithmetic. The other team worked with more able children who were especially interested in science and the language arts. Children with impaired hearing and perceptual disabilities in learning were included in both groups.

Within a week all the pupils and teachers had merged into one team. Enrichment teachers found ways to motivate the slow learner, and teachers in the skill areas found their learning laboratories of value to the able student with "chinks in his armor."

The summer was action-packed. The forest preserve adjoining the school provided endless insect, bird, and plant specimens for science studies. Activities in literature, mathematics, and creative writing were enhanced by the out-of-doors. Adult resources, such as a doctor-father with a tremendous knowledge of oceanography and a pet shop owner who loaned unusual pets for observation, were a vital part of the program. Field trips were taken to a zoo, a planetarium, a county nature trail center, and a university observatory. One of the last evenings was devoted to an exhibit and program for parents; their fine attendance and enthusiasm seemed to reflect our summer-long communication between home and school through such team publications as biweekly Nature Notes or the collected writings of all pupils.

The two principals responsible for setting up the program felt it was one of the richest experiences children could have. We were convinced that we had seen team teaching in one of the "once-in-a-professional-lifetime" instances. The staff, carefully selected for individual expertise and demonstrated ability to work in a team, represented many schools in the district. These strangers quickly recognized individual talents and drew upon them. To our surprise, they were not ready to close school when the time came but offered to continue for two additional weeks without pay. This team has continued regular meetings this year to exchange ideas and keep in contact; they want to staff another summer school. As one parent wrote, "The personal interest and time given each child was marvelous. The atmosphere was informal and warm. The children were made to feel important, intelligent, and capable, and they responded enthusiastically to this approach."

(Contributor: Berneice Hoffman, Principal)

OAK PARK, ILLINOIS--Elementary School District  
5,449

**Title:** RADIO AND TV PROGRAMMING

**Grade Level:** Junior high school

**Students:** 18

**Classroom teachers:** 1

**Financial support:** Tuition

**Length of program:** 5 weeks  
5 days a week  
1 hour a day

**Eligible students:** Residents and nonresidents

**Costs to students:** Residents, \$15 tuition; nonresidents, \$22.50

This class offered instruction in the technical aspects of radio and television writing, direction, engineering, and production. Areas of study featured classroom experience in the use of video-taping and closed circuit television.

Pupils were generally those achieving well above grade level with a high interest in technical science. It was well received and rated highly successful. It will be offered during subsequent summer sessions.

(Contributor: Larry J. Little, Summer School Director)

RICHMOND, VIRGINIA  
44,229

**Title:** SUMMER HUMANITIES SEMINAR

**Grade level:** Senior high school

**Students:** 18

**Outside consultants:** 4 paid

**Instructional personnel:**  
1 humanities coordinator  
1 college professor

**Financial support:** Local public funds

**Length of program:** 3 weeks  
5 days a week  
4 hours a day

**Eligible students:** Residents only

**Costs to students:** None

The Richmond Public Schools Humanities Seminar for students was conceived as an enrichment program for interested and able students and was patterned after a successful summer humanities institute for teachers. The students were selected from each of the five high schools for a non-credit, non-tuition opportunity to study art, music, literature, philosophy, and history of the American 1920's.

Students read The Big Change, USA, and The Great Gatsby. Art and music teachers, along with the humanities coordinator and a college professor guided student thinking and student discussions. A practical studio situation was set up and students worked in the art room designing and creating works of art, in the music room playing instruments and reading scores, and in the creative writing class composing short stories and poems. Formal lectures on art, music, and literature added depth to instruction. The students were taken on two field trips--one to the National Gallery in Washington, D. C., and the other to the local Valentine Museum.

Student response was enthusiastic. For example: "It is hard for me to evaluate the seminar, because I have just been enjoying it rather than trying to keep track of exactly what I have learned. I think this is one of the best things about the seminar--instead of having facts drilled into us, we sort of painlessly absorbed an understanding of what we were studying. I know I gained a lot; it was more in the line of awareness (of design, and style in achieving a mood in art or literature, for instance) than of cold facts I could list."

The administration feels the program was successful. We plan to continue the seminar with the same general plan for next summer. The staff and student participants will determine the area of emphasis.

(Contributor: Mrs. Henrietta S. Kinman, Coordinator of Humanities)

**RANDOLPH, NEW HAMPSHIRE--Elementary School District  
1,400 est.**

**Title: STUDY SKILLS**

**Grade Level:** Elementary and junior high school  
(grades 3-8)

**Students:** 97

**Classroom teachers:** 10

**Financial support:** Federal funds  
and tuition

**Length of program:** 5 weeks  
5 days a week  
1 hour a day

**Eligible students:** Residents and  
nonresidents

**Costs to students:** \$15 tuition

Study Skills, as a specific subject, is generally not included in the elementary or junior high school curriculum. For this reason, it is offered during our summer session to any student who desires to elect it, and it is offered at the child's level of need.

The primary objective of this course is to enable the student to make better use of his study time by being more efficient and organized in his approach to subject matter. By segregating "study skills" we have been able to teach the child the methods necessary to gain the maximum from content subjects at his specific grade level.

This course was open to students in grades 3 through 8, and the grouping was heterogeneous. Interest was as evident at the elementary level as it was at the junior high school level. Approximately one-fourth of the individual students attending our summer session participated in this course.

On the whole, the students made positive gains during the course. In many cases, reports were written putting into practice the skills being learned. By comparing the end-of-session reports with reports previously written, the actual gain which could be seen in most of the students was considerable.

We believe that the response to this course and the positive gains made by the students indicate that it is necessary and should continue as a course offering during future summer sessions.

(Contributor: Carolyn L. Sweetser, Educational Adjustment Counselor)

**NEWARK, NEW JERSEY  
78,946**

**Title: SUMMER YOUTH EXPERIMENTAL  
TUTORIAL PROGRAM**

**Grade level:** Multigraded

**Students:** 200

**Classroom teachers:** 2

**Teacher aides:** 6 volunteer

**Outside consultants:** 1 volunteer

**Financial support:** Federal funds

**Length of program:** 8 weeks  
5 days a week  
6 hours a day

**Eligible students:** Residents only

**Costs to students:** None

With a special grant of the U. S. Department of Labor, through the National Commission to Serve Youth, six nonprofessional adults from the community each supervised 13 or 14 teenage tutors, under the supervision of two trained teachers.

The tutors were rather weak-performing students from the area's junior and senior high schools. They each tutored two or three young elementary students in their academic subjects.

The program was experimental in nature and its primary purpose was to find out whether such a tutorial program would have a significant effect upon the tutors rather than their tutees. We are now convinced that the experiment and the experience were excellent ones.

(Contributor: Benjamin Epstein, Assistant Superintendent)

**NEWPORT-MESA SCHOOL DISTRICT, CALIFORNIA (Newport Beach)**  
25,843

**Title: SPACE SCIENCE SUMMER SEMINAR**

**Grade level:** Senior high school

**Students:** 38

**Classroom teachers:** 3

**Outside consultants:** 16

**Other instructional personnel:**  
Audiovisual specialist

**Financial support:** Federal funds  
and local public funds

**Length of program:** 3 weeks  
5 days a week  
4 hours a day

**Eligible students:** Residents only

**Costs to students:** None

The seminar was a three-week space science exploratory program involving 38 high school boys and girls. All were qualified as gifted students, identified through various tests as being among the top 2 percent in the nation academically. The offering appealed to students with strong academic backgrounds and well-defined interests in science.

The Seminar was designed around a lecture-discussion project structure. Consultants from NASA and space science industries in southern California met with the students. The lecture section of each meeting was video-taped, making it possible to extend the benefits of the program beyond the Seminar itself. The lecture allowed more nearly a common ground of understanding to be established among students of widely-varied interests and experiences. A discussion followed during which items in the lecture were further clarified and points of interest examined.

Each student's project was known by the consultant as well, enabling the consultant to give direct and specific information on each particular subject. Much of the time spent by the consultants was in working with individual students to bring the projects to a successful conclusion.

This Seminar was the first of an anticipated series of similar projects for summer learning experiences for high school students. It was extremely successful when measured by the interest of the students, teachers, and consultants.

Few students failed to complete the three-week program, and those who left were fulfilling requirements for vacation or changes in plans which could not be anticipated.

(Contributor: Norman R. Loats, Assistant Superintendent for Instruction)

**ROCKVILLE CENTRE, NEW YORK**  
4,126

**Title: HAM RADIO**

**Grade level:** Junior high school

**Students:** 10

**Classroom teachers:** 1

**Financial support:** Local public  
funds

**Length of program:** 4 weeks  
5 days a week  
1 hour a day

**Eligible students:** Residents only

**Costs to students:** Costs of materials used

The primary aim of this course was to acquaint the student with the basics of amateur radio. This required the student to become proficient in basic electronics and the International Morse Code.

The boys who took the course were in the 11-14 age group and were heterogeneous in academic ability. Some of the boys were well versed in basic radio or in code proficiency. They had one thing in common--they all wished to become novice "hams."

The basic equipment for the course was quite simple and easily obtainable. The students were urged to purchase the basic materials necessary for the construction of a simple audio-tone, battery-operated code oscillator. The total cost for this material ranged from \$3 to \$7. During the construction of the code training device, basic electronic theory was discussed. Other materials (which were reusable) were needed for work on circuits, resistance, capacitance, and the like.

Due to the relatively short attention span of these boys, it was best to alternate between the code practice and the

(Continued)



electronics theory segments of the course each day. Due to a lack of proper facilities at the junior high school building, an actual amateur radio could not be used. To be successful this course should have some minimal "on the air" training in compliance with F.C.C. rules.

The evaluation of this course is a relatively simple task to perform. At the onset of the course few students knew the International Morse Code, and no student had the ability to pass the simple Novice F.C.C. exam (written). At the end of the four weeks all students were able to send and receive code at speeds in excess of the minimum five words per minute. Almost all students were able to pass a sample F.C.C. written novice exam.

(Contributors: Harvey Lawrence, Coordinator of Educational Communications, and Howard G. Bogart, Assistant Superintendent)

SAN BERNARDINO, CALIFORNIA  
36,838

*Title:* FAMILY AND GROUP RELATIONS

*Grade level:* Senior high school

*Students:* 20

*Classroom teachers:* 1

*Outside consultants:* 18 volunteer

*Financial support:* Local public funds

*Length of program:* 7 weeks  
5 days a week  
2 hours a day

*Eligible students:* Residents and nonresidents

*Costs to students:* None

The goals of this class were as follows:

1. To give an overview of human development from birth through maturity.
2. To develop an understanding of the students' own needs as personalities in relation to the people around them (parents, siblings, friends, teachers).
3. To understand the involvements in and importance of dating, mate selection, courtship, and marriage.
4. To recognize the fact that becoming a parent is the beginning of a very important role in life.
5. To learn the scientific and psychological factors involved in the birth of a baby.
6. To appreciate the important steps in child development.
7. To understand the involvements in parent-child interaction and the development of attitudes toward sex.
8. To understand one's own sex and the opposite sex.
9. To create a learning situation in which the individual student could ask questions freely, discuss concepts which were meaningful to him, and develop a positive, healthy attitude toward his role as a man or woman.

The program included the following:

1. Specialists who came to the class (a psychiatrist, psychologists, a nurse, a specialist in juvenile affairs from the sheriff's office, a marriage counselor, religious leaders). There were 18 in all.
2. Films covering the various areas.
3. Trips to a maternity ward, new parents class, the courthouse, etc.
4. Reading of books and current literature.
5. Some presentation of facts by instructor.
6. A great deal of discussion—including one session with parents.

Student interest was high. Rarely was any member of the class absent from the regular daily sessions or the field trips scheduled for later in the day or evening. The group consisted of 17 girls and three boys. They were extremely enthusiastic, wanting very much to see such a course become a regular and required part of the curriculum. This was a very gratifying experience for me because, obviously, the course was filling a real need for these young people.

(Contributor: Mrs. Alice S. Chous, Teacher)

CEDAR RAPIDS, IOWA  
23,491

### **1977 : GYMNASTICS**

**Grade level:** Elementary  
(grades 3-6)

**Students:** 100 (3 classes)

**Classroom teachers:** 4

**Teacher aides:** 3 paid

**Financial support:** Local public  
funds and tuition

**Length of program:** 6 weeks  
5 days a week  
1½ hours a day

**Eligible students:** Residents and  
nonresidents

**Costs to students:** Residents, \$20;  
nonresidents, \$30 tuition

The purpose of the program was to develop agility, dexterity, and poise in the students through the sport of gymnastics, and to provide inservice training in gymnastics for the physical education teachers in the program. Any boy or girl in grades 3-6 who registered was accepted.

One highly-trained instructor, and three intraining physical education instructors directed the program. Three high school and college gymnasts served as aides. With this staff, much individual attention was possible. All types of gymnastic equipment was brought in and set up in the high school gym for the program.

The response was enthusiastic since this type of program is not available in the regular school year. Not only did all the children improve, but the program also developed a specialized teaching skill for the intraining teachers to take back to their physical education classes during the school year.

(Contributor: Guerin K. Thompson, Director)

SPRINGFIELD, MASSACHUSETTS  
32,256

### **Title: SUMMER ENRICHMENT AND INSTRUCTION PROJECT**

**Grade level:** Elementary and  
junior high school

**Students:** 2,073

**Classroom teachers:** 109

**Teacher aides:** 89 paid

**Other instructional personnel:**  
2 counselors  
1 school psychologist  
2 social workers  
2 nurses

**Financial support:** Federal funds

**Length of program:** 6 weeks  
5 days a week  
4 hours a day

**Eligible students:** Residents only

**Costs to students:** None

This program was designed to reach the underachiever in the poverty areas and stressed arithmetic, reading, and oral communications on a team teaching basis at the elementary level. The junior high school program stressed arithmetic, English, social studies, and science under a departmentalized structure.

The skills were taught to the elementary students for half of the four-hour session, followed by an activity period. The theme of the unit work during the activity period was "Springfield in the Twenty-First Century." The children visualized such things as transportation, communications, buildings, clothing, food, and occupations in the 21st century and created them through such media as wood, cloth, aluminum foil, clay, papier mache, and paint. Each school had a museum to which all the grades made contributions.

Field trips were planned to project the progress and problems to be encountered in the 21st century. The problems of conservation, as well as air and water contamination, were studied. Trips to light industrial plants, a water power company, state and city parks were taken to see and discuss the strides being taken to overcome the problems. Neighborhood walks showed them the signs of blight and what could be done to arrest and improve the situation.

A trip to the Prudential Center in Boston (built for civic and commercial enterprises) and a trip to Constitution

(Continued)

Plaza in Hartford, Connecticut, were designed to allow the children to view and discuss new architectural designs.

The overall attendance was good. Children were supplied with a varied lunch daily. A rest and recreation period was offered between the skill areas of study and the unit activities. The new physical education approach called "Space Movement" was frequently used. Teachers could draw upon the supervisors of physical education, art, and music for their help and suggestions.

The program had a very favorable evaluation by directors and teachers involved. The selection of new scholastic materials, an activity period to allow children to use their creativity and hands, and the field trips that tied into classroom study added to the enthusiasm and acceptance by all concerned.

(Contributor: Harding J. Stewart, Project Writer)

TUCSON, ARIZONA  
50,079

**Title:** SUMMER LIBRARY PROGRAM

**Grade Level:** Multigraded

**Students:** 681

**Instructional personnel:**

- 1 head librarian
- 1 library supervisor
- 1 librarian
- 1 clerk
- 1 audiovisual technician

**Financial support:** Federal funds

**Length of program:** 8 weeks  
5 days a week  
6½ hours a day

**Eligible students:** Residents only

**Costs to students:** None

In order to encourage the use of the library facilities by the high school community, the Pueblo High School Library was open to the public for a period of eight weeks during the summer. In addition, a bookmobile traveled to the "A" Mountain Area Council Recreation Center. One of the most important objectives of the program was to provide an atmosphere that was not academically threatening, and thereby to encourage the use of the library facilities in a community where a library, per se, is not considered a recreation center. The participants had access to filmstrips and records of children's stories, and librarians told stories in order to develop the listening skills of the children.

Prior to the opening of the summer library facilities, 32 Tucson service organizations received letters asking that representatives meet with the library staff at Pueblo to explore cooperative plans for library service to the community. A meeting was held in May, to which eight service organizations sent representatives. In addition, eleven persons from various departments of Pueblo High School attended. Various means were used to publicize the program, such as newspaper articles and mimeographed announcements.

The education materials center lent a collection of about 75 books on the preschool, primary, and intermediate

levels to the high school library, in addition to several filmstrips of children's books with accompanying records.

During the course of the program, the library staff gave a great deal of personal attention to the youngsters of all ages. The atmosphere of the library was relaxed and friendly, and the children chose their own activities: browsing, listening to music or other recorded materials, looking at filmstrips when the group was large enough. There was a schedule of films from the educational materials center which was shown on five consecutive Friday afternoons. Seven visits were made to the "A" Mountain Area Council Recreation Center for the purpose of showing filmstrips with accompanying records, showing films, telling stories, and checking out books to children.

In looking over the daily attendance sheets where students were asked to check "Reason for Using the Library," the Librarian found "for fun" was the most frequently checked item. How can one evaluate a program which made available to the young and old resources for understanding ourselves as a part of the complicated world in which we live? Of course, a child cannot put this into words, but surely a beginning has been made when he uses the library "for fun."

(Contributor: Florence Reynolds, Principal of Pueblo High School)

RIVER FOREST, ILLINOIS--Elementary School District  
1,278

**Title:** YOUR BUSINESS: HOW THE STOCK MARKET WORKS

**Grade level:** Grades 7-8

**Students:** 20

**Classroom teachers:** 1

**Financial support:** Local public funds, registration fees, and nonresident tuition.

**Length of program:** 5 weeks  
5 days a week  
50 minutes a day

**Eligible students:** Residents and nonresidents

**Costs to students:** Residents, \$2 registration fee; nonresidents, \$15 tuition plus \$2 fee

Students in this course studied the formation of a company and why it is listed on the stock exchange. They also investigated the operation of the stock market by selecting some stock and following its development as reported in the newspapers and other sources. Field trips to the stock exchange and a local business concern were part of the summer's experiences.

Students enrolled were of average or above-average ability, and interest in general was high. Plans are to offer a course of this nature next summer.

(Contributor: E. R. Steadman, Assistant Superintendent)

SPOKANE, WASHINGTON  
34,381

**Title:** SUMMER GEOLOGY

**Grade level:** Senior high school

**Students:** 32

**Classroom teachers:** 1

**Teacher aides:** 2 paid  
1 volunteer

**Outside consultants:** 3 volunteer

**Financial support:** Tuition and registration fees

**Length of program:** 3 weeks  
5 days a week  
2 hours a day

**Eligible students:** Residents and nonresidents

**Costs to students:** \$95 tuition plus \$15 registration fee

Summer Geology combines classroom study with field trip experience. It was designed to provide a meaningful activity in science during the long summer vacation for boys and girls. Geology was selected because it is not an offering in any of our high schools and because summer is a time that field trips can be made.

Students who elect this program have a wide range of academic abilities. They share one common interest--a love of the outdoors. The program includes 10 two-hour class sessions covering such topics as the origin of the earth, identification of minerals and rocks, mountain building, weathering and erosion with special emphasis on the work of rivers and glaciers. These more general topics lead directly to the geological history of Glacier and Waterton Lakes National Parks, located in northwestern Montana and southeastern Alberta, Canada, where the field trip takes place. Special emphasis on rock formations of the Rocky Mountains and valley glaciers prepare the student for the field trip. The field trip cost includes charter bus transportation, meals, and lodging for one week. The trip includes a four-day wilderness hike using a packer to provide food, tents, and carry-in sleeping bags--thus eliminating the heavy back pack, and making it possible to cover more ground. During the seven days, the National Park Service of both countries furnish ranger-naturalists, and the classroom is where you find it along the trails. The central theme is geology, but there is no neglect of flora and fauna of the region.

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Next year will be the thirteenth year of operation. Some students have since identified their lives with geology or other outdoor activity. One thing we have discovered is that a number of students want to repeat the program. This year there were 10 return students, and in order to meet their individual needs, each did an in-depth study of some part of the region on the field trip. This included papers on stratigraphy, glaciation, animals, and plants. Design of papers was along the lines of the Stanford Term Paper.

Soon after school starts in the fall, I organize a get-together to view each others' pictures of the trip, and the students plan a meeting at Christmas time. In any year we find brothers and sisters of former participants in the program. We think it is serving a purpose by enriching their lives in many ways.

(Contributor: Ray Cronrath, Principal, Summer Schools)

PRINCE GEORGE'S COUNTY, MARYLAND (Upper Marlboro)  
123,486

**Title:** TRAILS TO FREEDOM PROGRAM

**Grade level:** Junior high school

**Students:** 33

**Classroom teachers:** 3

**Other instructional personnel:**

1 supervisor of secondary schools  
1 helping teacher

**Financial support:** Local public funds and tuition

**Length of program:** 4 weeks  
5 days a week  
3 hours a day  
for 3 weeks;  
all day for  
1 week

**Eligible students:** Residents only

**Costs to students:** \$72 tuition

This enrichment program was designed for students who have completed eighth grade social studies with an average of B or better. They must exhibit an interest in American history with a desire to study in depth the late colonial and Revolutionary periods.

The purposes of this course are to provide an opportunity for students to study a particular period of history in depth; to develop their own historical frame of reference for evaluating the events leading to the American Revolution; and to become familiar with, and use, some of the methods of the historian in interpreting events. Original source materials are examined in addition to many paperback materials. Accounts from British and colonial sources as well as secondary materials published at varying times following the events are studied.

After two weeks of classroom and library study, the pupils and their teachers embark on a five-day visit to examine some of the scenes where historical events took place. A half day is spent in Philadelphia at Independence Hall and environs. A day is spent at Old Sturbridge Village, Massachusetts, to provide a real flavor of life in eighteenth century America. The group walks the Freedom Trail through downtown Boston and retraces Paul Revere's route with visits to Lexington and Concord. A tour of the U.S.S. Constitution and a trip on a replica of a nineteenth century sailing vessel are memorable experiences.

A visit to Mayflower II and Old Plimoth Plantation take them further back into history. A visit to Old Mystic Seaport, Connecticut, shows them life in a nineteenth century whaling village. At each place visited, the group receives an authoritative account of the event or persons involved in an event by one of the students who had done a special research project for this occasion. The final week of the class is spent in culminating the study by combining the impressions gained from the trip with the reading the class has done.

Student interest is very high throughout the program. Limitations to greater participation are the cost involved and the ability to get to the centers where the class is offered. This is the second year we have offered this program, and we plan to continue it another year hopefully expanding it from two to three centers. The board of education underwrites the salary and expenses of teachers and additional chaperones and materials of instruction. The \$72 paid by each participant is used only to cover the cost of the trip. This includes transportation by airconditioned bus, all meals, hotel rooms, luggage handling, admissions fees, and insurance.

(Contributor: Bruce Hoak, Supervisor of Secondary Schools)

HIGHLAND PARK-DEERFIELD HIGH SCHOOL DISTRICT, ILLINOIS (Highland Park)  
3,516

**Title:** BUSINESS SEMINAR

**Grade level:** Senior high school

**Students:** 29

**Classroom teachers:** 1

**Outside consultants:** 10 volunteer

**Financial support:** Local public funds and tuition

**Length of program:** 6 weeks  
5 days a week  
2 hours a day

**Eligible students:** Residents only

**Costs to students:** \$20 tuition

The purpose of the program was to provide nonbusiness students with insights into the world of business. Student ability levels represented a duke's mixture; no screening for admission was conducted.

The course featured guest speakers from the community on the following topics:

Investment services  
Banking services  
Insurance  
Retail store operations  
Salesmanship  
Social Security

Field trips were conducted to the Chicago Board of Trade, the Chicago Federal Reserve Bank, and the Merchandise Mart.

Both students and faculty felt that the program was very worthwhile.

(Contributor: Harold J. Perry, Director of Curriculum)

COLUMBIA, MISSOURI  
7,809

**Title:** SUMMER PROGRAM FOR THE ACADEMICALLY TALENTED

**Grade level:** Elementary  
(grades 2-6)

**Students:** 250

**Classroom teachers:** 10

**Outside consultants:** 3 volunteer

**Other instructional personnel:**  
Graduate students from France and India; visiting journalist; two science professors from the University of Missouri

**Financial support:** Tuition, local public funds, scholarships from civic groups

**Length of program:** 6 weeks  
5 days a week  
3 hours a day

**Eligible students:** Residents and nonresidents

**Costs to students:** \$45 tuition

The objectives of the Summer Program for the Academically Talented were:

1. To provide enriching classroom, laboratory, and field experiences for youngsters in grades 2 through 6.
2. To provide each pupil with an opportunity to take one area of study (creative writing, creative thinking, public speaking, mathematics, chemistry, or fine arts) along with a conversational foreign language.
3. To provide both teachers and pupils with the opportunity to progress in an unstructured, highly flexible curriculum in which field experiences (operas, plays, laboratories, and museums) played an integral part in developing concepts.

Pupils in the primary section had educational experiences focused on "Summertime Showtime." The basic units were built around art, music, and creative writing. Pupils engaged in highly varied activities including making and using puppets, special crafts, choral speaking, and "writing a book." Classes were small; teachers were selected on the basis of their own creativity and ability to motivate youngsters. Pupils were chosen on the basis of teacher recommendation with emphasis on recognition of the need for flexible learning experiences for those bright pupils believed most likely to profit from a highly unstructured, creative, and innovative approach to learning.

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In the classes in public speaking, creative thinking, chemistry, geology, biology, and mathematics (offered to fifth and sixth grade pupils), a multisensory approach was used. Youngsters were encouraged to develop both deductive and inductive thought processes. A special school library was opened for the summer, and well over 1,000 books were read during the period. Class excursions were taken to the Tom Sawyer country around Hannibal, to the St. Louis Municipal Opera, St. Louis Planetarium, laboratories at the University of Missouri in Columbia, the Nelson Art Gallery, and a nuclear reactor.

The program proved highly successful. It met with enthusiastic approval from teachers, pupils, and parents and will be continued next year.

(Contributor: Charles C. Campbell, Administrative Assistant to the Superintendent)

EVANSTON, ILLINOIS--Elementary School District  
10,767

*Title:* CORRELATED SPANISH LANGUAGE PROGRAM

*Grade level:* Elementary

*Students:* 25

*Classroom teachers:* 2

*Teacher aides:* 3 volunteer

*Outside consultants:* 6 volunteer

*Other instructional personnel:*  
1 gym teacher

*Financial support:* Tuition and subsidy from local public funds for scholarship students, etc.

*Length of program:* 6 weeks  
5 days a week  
3 hours a day

*Eligible students:* Residents and nonresidents

*Costs to students:* \$35 tuition

The purpose of this summer program was to give suburban children and those from another ethnic neighborhood (Spanish-speaking) a stimulating summer program with each group helping the other. This was to be accomplished through enjoyable activities which would bring the Spanish language and culture alive through daily use of the language in art, music, and dramatics.

The ability level of the children varied widely; regardless of the academic potential, the interest level in discovering and sharing with another ethnic group was very high. The children were intrigued with the whole experience. The suburban children were enticed and impelled to learn Spanish, and the Spanish-speaking children from the inner city were motivated to improve their English. Both groups broadened their horizons and stretched their knowledge far beyond the confines within which they had hitherto operated.

In developing and maintaining the desired atmosphere of a Spanish-speaking culture, Spanish-speaking mothers worked with the teachers and pupils in the planning and execution of projects. In this way pupil, parent, and teacher contributed to the curriculum. The curriculum concentrated on the following topics:

1. Weather, names, social greetings
2. Days, months, dates, numbers
3. Foods
4. Colors and clothing
5. Animals
6. Transportation

Games, dances, dramatic skits, songs, poems, tape recordings, records, films, dialogues, stories with pictures, and flannel boards were utilized. Exploration in a wide variety of art media gave the children an opportunity to develop a love of, and understanding for, a culture through the universal medium of art. The countries concentrated on were Spain, Mexico, and the Latin American countries.

The biggest project undertaken was a field trip to a Spanish restaurant in the city when the pupils had mastered enough Spanish to handle the situation in a simplified way. Culmination of the study was a fiesta with the breaking of a pinata made by the children.

All the things that the children did in working together established communication, and anxieties about groups other than their own were dispelled. This specialized creative summer program gave each participant the opportunity to do his share in reducing cultural deprivation through raising self-images of low value to realizations of their purpose and worth as individuals.

(Contributor: Mildred Milar, Principal, Timber Ridge School)

DES MOINES, IOWA  
46,043

*Title:* OUTDOOR AND INDOOR COOKING  
FOR BOYS

*Grade level:* Junior high school

*Students:* 17

*Classroom teachers:* 1

*Financial support:* Tuition, registration fees, and local public funds

*Length of program:* 3 weeks  
5 days a week  
2 hours a day

*Eligible students:* Residents only

*Costs to students:* \$5 registration fee and \$5 tuition.

The course in outdoor and indoor cooking for boys was open to those boys who had completed the sixth grade and wanted practical instruction and practice in the cooking skills boys can use at home, for cookouts, and for part-time jobs. It was intended as a fun course that could have solid service, social, and financial advantages for boys who completed it.

(Contributor: Gerald A. Robinson, Director of Research and Statistics)

SANTA ANA, CALIFORNIA  
26,153

*Title:* CHORAL DRAMA CLASS

*Grade level:* Junior high school

*Students:* 23

*Classroom teachers:* 1

*Financial support:* Local public funds

*Length of program:* 7 weeks  
5 days a week  
2 hours a day

*Eligible students:* Residents only

*Costs to students:* None

The Choral Drama class offered at the Santa Ana Unified School District summer program was designed to provide opportunities for boys and girls to be creative in the areas of music and drama combined, to work together in the development of a music drama production, to gain some insight into the staging requirements of such a production, and to use their ingenuity and self-expression to develop a completed program.

The only requirements for student participation were an interest in either choral work or drama, or both, and the willingness to accept individual responsibility to participate in at least two programs. Even a student who might sing off key could participate to a reasonable degree in the area of staging.

The administrative reason for offering this course was to begin to broaden the opportunities for self-expression for junior high school students who might be looking for an outlet for summertime energy that could be directed creatively, as well as to offer something other than the traditional remedial or make-up course.

Ability levels ranged from extremely high to quite low in academic ability. This range didn't seem to cause discipline problems or feelings of envy, due to the fact that such a course had something to offer each achievement level.

A strictly choral class was offered as a back-to-back workshop type program. Interest level maintained by the students enrolled in the class remained high. Only two drops and very few absences were reported.

(Contributor: Mansel P. Shiner, Principal)



STROMSBURG, NEBRASKA  
500 est.

*Title:* SIMPLE MACHINES  
*Grade level:* Elementary  
(grades 3-4)  
*Students:* 10  
*Classroom teachers:* 1  
*Teacher aides:* 1 paid  
*Financial support:* Federal funds  
*Length of program:* 6 weeks  
5 days a week  
3 hours a day  
*Eligible students:* Residents only  
*Costs to students:* None

The program involved students selected upon recommendations of teachers. These students were those who needed more individual attention than could normally be given during a regular school term.

Each unit of the course involved a basic topic which was used as a springboard for correlation with other subjects. The science aspect of the unit was not always uppermost. Field trips, such as to Champion Home Builders, the power plant in Columbus, and Gamble's Store, did point out simple machines and their relation to more complex machines. Along with those field trips, language arts skills were strengthened by letter writing, stories, charts, and completion of study sheets. Arithmetic problem solving involved computation of mileage expenses, work output, and other incidental factors. The historical points visited were used to point out the simple machines used by early man and to note the development of mechanization in our country and particularly in Nebraska.

Reading experiences, while not remedial, were employed. Some supplementary trade books were used, but filmstrips were the main "text" read. These dealt primarily with machines, but arithmetic, social studies, study habits, and English

filmstrips were also used. They were read, studied, charted, and sometimes read again. Art activities suggested by the basic topic or field trip were also utilized.

Children in this group responded well. If enthusiasm, responsibility, and performance are yardsticks for success, they measured well. Evaluation is always difficult, but in this case it is even more so. Grades were not used. Children were not under that kind of pressure. The greatest change will probably be the change of attitude in the child towards school.

(Contributor: Ernest Johnson, Principal and Title I Administrator)

OAK PARK, ILLINOIS--Elementary School District  
5,499

*Title:* JAPANESE LANGUAGE AND  
CULTURE  
*Grade level:* Elementary  
*Students:* 14  
*Classroom teachers:* 1  
*Financial support:* Tuition  
*Length of program:* 5 weeks  
5 days a week  
1 hour a day  
*Eligible students:* Residents and  
nonresidents  
*Costs to students:* Residents, \$15  
tuition; nonresidents, \$22.50

This class offered basic conversational Japanese along with the study of Japanese culture. Experiences with Japanese brush writing, origami paper folding, and Japanese folk songs were included.

The class was not as popular as had been anticipated, but it was quite successful in terms of meeting objectives established and in holding the interest of the students enrolled. It will be continued in the next summer session.

(Contributor: Larry J. Little, Summer School Director)

MASSAPEQUA, NEW YORK  
16,308

**Title:** CULTURAL PATTERNS OF JAPAN  
**Grade level:** Senior high school  
**Students:** 15  
**Classroom teachers:** 1  
**Outside consultants:** 5 volunteer  
**Financial support:** Local public funds, registration fees and nonresident tuition  
**Length of program:** 6 weeks  
5 days a week  
1½ hours a day  
**Eligible students:** Residents and nonresidents  
**Costs to students:** Residents, \$3 registration fee; nonresidents, \$25 tuition.

The purpose of the course was to acquaint students with the history, philosophy, economy, fine arts, and other cultural attributes of the Japanese people.

The students who elected the program were generally highly motivated and tended to be of a high ability level. One girl was Japanese and was of great help in explaining certain phases of Japanese life. Student response was excellent. The pupils were reluctant to leave the class at the end of the period each day.

The Japan Society of New York City was most valuable in the preliminary preparation of the course and in supplying lecturers, resource materials, and films. The Japan Society conducted an inservice course for teachers during the spring, and our instructor received much help and encouragement from the course.

(Contributor: Richard H. Walsh, Summer School Principal)

MINNEAPOLIS AND ST. PAUL, MINNESOTA (Joint Project)  
70,667 and 47,893

**Title:** TWIN CITY INSTITUTE FOR TALENTED YOUTH  
**Grade level:** Senior high school  
**Students:** 329  
**Classroom teachers:** 36  
**Outside consultants:** 8 paid  
**Other instructional personnel:** 2 college professors  
**Financial support:** Federal funds, foundation grants, contributions from local businesses and individuals  
**Length of program:** 6 weeks  
5 days a week  
3½ hours a day  
**Eligible students:** Residents only  
**Costs to students:** None

The Twin City Institute has two purposes: to provide advanced work for talented urban youth from public, private, and parochial schools, and to provide field testing for significant courses, materials, and methodology appropriate to academically talented youth.

A "master teacher" was selected for each class, as well as an associate teacher who functioned as an assistant to the master teacher. These associates had the opportunity to study and apply teaching skills especially suited to students of high ability.

Students were chosen on the basis of D.A.T. scores, academic grades, recommendation of faculty, and their own written statements. Nearly all classes averaged at the 96th percentile of the D.A.T.; two classes were populated only by students at the 99th percentile. All were incoming tenth to twelfth graders.

In applying, each student indicated his preference of advertised courses, and in all but a few instances, students were enrolled in their first-choice courses. However, more than 500 students who applied could not be admitted for lack of room. Those who entered found the work in innovative courses stimulating and satisfying. Only one course was chosen; hence interest was usually quite high. Ninety-nine percent attendance was the norm.

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The Institute was designed to be, and for the most part was, free-swinging. Its thematic focus was "The City: Problems and Prospects," lending a unifying concern to students whose particular interests ranged from computers to "foundation of design." Inter-class activities ranged from field trips to feature-length film study.

Courses were offered in the following areas:

Active Dramatics	Ecological Biology	Music Theory
Africa	Foundations in Design (Art)	Political Philosophy
Aero Space Mechanics	Humanities	Russian
China	Literature and Man's Search	Selected Topics in Biology
Composition and Rhetoric	for Community	Selected Topics in Cemetery
Computer	Literature of Protest	Urban Sociology

The ultimate purpose of the Institute was to affect instruction for all academically talented students during the academic year in the two cities. The long-term effects of the Institute will not be known for several years; but the 1967 Institute was a good beginning toward its objective.

Contributors: John C. Maxwell, Consultant in Curriculum, Minneapolis; and Louis Haak, Supervisor of Administrative Research, St. Paul)

VALLEJO, CALIFORNIA  
15,955

*Title:* A METAL PROJECT  
*Grade level:* Senior high school  
*Students:* 19  
*Classroom teachers:* 1  
*Financial support:* State and local public funds  
*Length of program:* 6 weeks  
5 days a week  
2 hours a day  
*Eligible students:* Residents and nonresidents  
*Costs to students:* None

The 1967 Vallejo Summer School Secondary Division held one special enrichment class. The class, entitled A Metal Project, was developed, organized, and conducted under the direction of a regular senior high school metal shop instructor, teaching both industrial arts and trade metal shop in the regular session.

The course had two major objectives--to offer an opportunity for academic, college bound students to gain experience in the manipulative skills used in shop work, and to create a project which would be a contribution to the general welfare of the City of Vallejo.

Nineteen boys responded to the opportunity provided. Of these, only three had had prior sheet metal shop experience. The group decided to create a simulated pirate ship to be placed in the city's public fantasyland for the play and enjoyment of children. To create such a pirate ship, a 26-foot wooden boat hull was used as the base.

The first task was for the students to create, design, and draw plans to develop a super-structure of metal and wood which would enhance the pirate theme. This portion of the

project took more time and revision than had been anticipated in the 60 clock hours allowed for completion. As the work progressed into the final stages of shaping metal, attaching it securely, and painting the entire project, it became evident that some volunteer student time would be necessary. Over 25 percent of the class volunteered to give up four afternoons and evenings to be able to finish the ship on time.

The instructor felt that the participating boys learned at least two valuable lessons--the sense of fulfillment gained upon completion of the cooperative project, and a realization of the dignity of hand labor as it is used intelligently to develop skill through perseverance. We are certain that the children of Vallejo will sail freely and with wild abandon on many a pirate cruise because of this project.

(Contributor: John W. Nicoll, Superintendent of Schools)

**SAN FRANCISCO, CALIFORNIA**  
91,981

**Title:** CHINATOWN

**Grade level:** Elementary

**Students:** 34

**Classroom teachers:** Not reported

**Other instructional personnel:**  
School and public librarians

**Financial support:** Local public funds

**Length of program:** 6 weeks  
5 days a week  
5 hours a day

**Eligible students:** Residents only

**Costs to students:** None

For a social studies project at the Commodore Stockton Summer School a tour guide of Chinatown was developed. The study involved concentrated research in which the public librarians and the school librarians were involved.

The children in the class conducted tours through Chinatown as part of the project. Some of the children in the class were recent arrivals from Hong Kong, and the subject gave them an opportunity to participate at a superior level, since they knew more about China than the people leading the tours.

The children included in their tour guidebook many appropriate water color illustrations and maps. Their work was of such high quality that the public library branch requested that the booklet be photostated so that five copies could be placed in the library.

For a six-week session, a depth exploration of the neighborhood proved to be an ideal project.

(Contributor: Agatha B. Hogan, Elementary Supervisor)

**EL PASO, TEXAS**  
59,782

**Title:** EL PASO SUMMER INSTITUTE

**Grade level:** Junior and senior high school

**Students:** 250

**Classroom teachers:** 13

**Teacher aides:** 1 paid

**Outside consultants:** 21 volunteer

**Other instructional personnel:**  
1 principal

**Financial support:** Tuition and local public funds

**Length of program:** 6 weeks  
5 days a week  
4 hours a day

**Eligible students:** Residents and nonresidents

**Costs to students:** \$20 tuition for one subject, \$36 for two; \$5 supply fee in laboratory courses

The El Paso Summer Institute is designed to provide enriched experiences and opportunities for high-ability junior and senior high school students to do advanced work that cannot be included in the regular school curriculum. It is suggested that students applying for admission have at least a "B" average in academic subjects. Opportunities are provided for students to do individual, critical, and creative thinking, and to work on special research projects. Classes meet in the El Paso High School where the library is available for individual research. No academic credit is given. Each student receives a certificate, and his participation is entered on his academic record.

The Institute is sponsored by the El Paso Public Schools in cooperation with the Rotary Club, the University of Texas at El Paso, members of professional societies, representatives of industry, and personnel from military installations.

Now in its ninth year, the Institute expands its offerings each year. New courses in 1967 were in drama and radio-TV. Other subjects offered were creative art, creative writing and world literature, Hy-Speed Longhand, law and government, modern mathematics, multiple sciences, photography, speech, typing, and developmental reading. In 1968 the Institute plans to add a course in FORTRAN, universal computer language, and computer principles.

Field trips are important to the Institute's program; 39 were held in 1967. Law and government class visited the

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courts; science students visited an observatory and laboratories at universities and military installations; drama students observed the filming of a motion picture by a major producer. A two-day trip was made to archaeological diggings at Casas Grandes, Mexico, where one of the archaeologists involved in the work described the ancient city being unearthed.

Scholarships are available from PTA's and other organizations for students from low income families.

(Contributor: Frank I. Gary, Director of Seminars and Institutes)

CHICAGO, ILLINOIS  
564,768

*Title:* FOREIGN LANGUAGE SUMMER  
DAY HOUSES

*Grade level:* Junior and senior  
high school  
(grades 8-12)

*Students:* 170

*Classroom teachers:* 8

*Outside consultants:* 2 paid  
1 volunteer

*Financial support:* Local public  
funds and registration fees

*Length of program:* 8 weeks  
5 days a week  
4½ hours a day

*Eligible students:* Residents and  
nonresidents

*Costs to students:* \$1 registra-  
tion fee

During the summer of 1967, foreign language "day houses" at the Chicago Circle Campus of the University of Illinois were made available to students of French, German, and Spanish as noncredit enrichment activities in the Chicago public schools. Certificates were issued to students who completed the program.

The day house idea is designed to provide student enrichment in the foreign languages through participation in a planned program of activities which strengthens language facility through daily practice in the language laboratory and in conversation, and deepens understanding of the culture of a given country. In addition to the basic instructional program in each foreign language, there were other activities such as field trips to foreign consulates and restaurants, film showings, slide presentations, singing and dancing, visits by speakers from other countries, dramatic skits, games, publication of foreign language newspapers, and related activities. Student talent from the day houses was utilized by the Department of Radio and Television in preparing foreign language broadcasts.

The day houses were open to any student who had completed one or more years of foreign language study in high school, and to any student entering high school in the fall who had completed two or more years of foreign language study in a formal elementary school language program.

In a questionnaire which was distributed at the end of the program, the overwhelming majority of students responded that they would recommend the day house to other language students and that, in their opinion, their ability to understand and speak the foreign language had improved as a result of the day house.

At the final activity for all the special summer programs of the Chicago Board of Education, the French students performed an original puppet show in French, the German students gave dramatic readings of German poetry, and the Spanish students sang folk songs of the various Spanish-speaking countries. Each group had also published its own newspaper in the foreign language, to which each student had made a contribution.

Teachers of regular school year foreign language programs have reported to the Foreign Language Department that students who participated in the summer day houses have returned as leaders in their classrooms.

(Contributor: Foreign Language Department of the Chicago Public Schools)

**IRON RIVER, MICHIGAN**  
1,400 est.

**Title:** ACTION CLUB (Assisting Children to Investigate Our Nation)

**Grade Level:** Elementary (grades 4-8)

**Students:** 60

**Teacher/teachers:** 4

**Teachers together:** 5 paid

**Adult consultants:** 2 volunteer

**Financial support:** Local public funds, state aid, and registration fees

**Length of program:** 6 weeks  
5 days a week  
3 hours a day

**Eligible students:** Residents and nonresidents

**Costs to students:** \$2 registration fee

Make no mistake about it, the picture I shall paint of our summer Action Club is seen through rose-colored glasses and painted by a still recovering ulcerated artist.

Action Club represented an attempt to change the attitude of most children toward summer school and in so doing to establish the summer period as a time we as educators can take better advantage of. Through action-oriented activity and reduced pupil-teacher ratio, each child had an opportunity to achieve optimum educational growth in a "fun setting."

Two schools, each with a staff of four, were used as home bases for the program. Of the four teachers, two were master teachers and two were education students in college. For these student teachers the program provided a realistic training ground where, in small, informal groups, they could experiment with some of their ideas on teaching children.

Students registered for the program on a voluntary basis, daily attendance was voluntary, and no marks were given. The emphasis was placed on the following:

1. Giving the children an opportunity to explore, to discover, to visit, to investigate areas which normally would not be available under a controlled situation.
2. Aiding children in making decisions through trial and error.
3. Encouraging self-expression and creativity.
4. Acknowledging a child's individual feelings and thoughts.
5. Encouraging children to evaluate and account for their activities.
6. Building in each child a responsibility toward a specific obligation.
7. Providing through an ungraded interest grouping a respect and understanding of children of different ages and abilities.

Each week the children would elect the area they wished to participate in from the four interest areas--junior homemaking, arts and crafts, shop, and exploring with science and math. The instructor would present her sales pitch--a briefing on what she hoped to do with the ones who selected her class. The only rule we imposed was that students could not elect the same activity on two consecutive weeks.

The students published a daily newspaper telling of their experiences and learnings during the previous day. Through the newspaper we correlated reading and writing of an "experience chart type" of an upper grade level. The first 15 minutes of each day was devoted to reading. In most instances this was oral reading. The children with reading difficulties were usually called upon to read what they wrote. We hope this acted as a confidence-builder for the readers who habitually lose faith when made to read in front of the class. The last 15 minutes was devoted to an evaluation of that day's class and story of "what I learned today."

Classes deviated from the traditional classroom setting. Sessions were held on the playground, at the park, or at the lake, in addition to the classroom. Projects ranged from making duodecahedrons to repairing a small engine. While children talked and walked in an atmosphere that encouraged cooperation and responsibility, they also investigated and predicted the outcome of problems in which they were interested. Field trips were taken to the fish hatchery, a toy factory, the radio station, the newspaper, and the game preserve. Exposure to the many things that go on in our area greatly enriched their understanding of a community.

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The biggest dividend came in the comments from the teachers. The staff learned far more, I am sure, than the children, for we were forced to make things interesting or face an empty classroom. As I consider the many classrooms this fall full of children yet so empty in respect to real learning in a democratic society, I feel a warm spot for our Action summer school.

(Contributor: Don Mourand, Director of West Iron County Community Schools)

CHICAGO, ILLINOIS  
564,768

**Title: SCIENCE TEACHING DEVELOPMENT PROGRAM**

**Grade level: Senior high school**

**Students: 145**

**Classroom teachers: 18**

**Teacher aides: 8 paid**

**Other instructional personnel: 1 counselor**

**Financial support: National Science Foundation grant**

**Length of program: 8 weeks  
5 days a week  
4½ hours a day**

**Eligible students: Residents only**

**Costs to students: None**

The Science Training Program, funded in part by the National Science Foundation, was a phase of the Chicago Science Teaching Development Program, undertaken in 1966 by the University of Chicago in cooperation with the Board of Education of the City of Chicago. One of the goals of the program is to provide special science and mathematics instruction in an integrated and stimulating environment for able boys and girls who reside in economically disadvantaged areas of the city. A second goal is to increase the total effectiveness of the teaching of the science and mathematics curricula in less-favored areas of the city.

The planning of the special courses and the preparation of the teachers for them were carried out through the summer program described here. This phase of the program was operated on the campus of the University of Chicago and included four demonstration science and mathematics courses, which were attended by 145 student participants; cooperative planning sessions involved 18 teacher participants, 14 staff members, and consultants; and seminars were held for the teacher participants, who were to become the teachers of the special courses in the ensuing academic year.

The science program was limited to students in designated Chicago public high schools within commuting distance of the university. The specific mechanism for the participant selection was worked out jointly by the University of Chicago Program Director and the Chicago Public Schools Science Teaching Development Program Coordinator, but the major principle followed in all selections was

reliance on the personal recommendations by those best able to make judgments about a person's capacities--in the case of a student, his science and mathematics teachers and school counselors. Appropriate records of each prospective participant's academic performance were, of course, consulted.

The response to this program was excellent. The number of student applications was almost double the quota of 145. This was remarkable because these were noncredit classes and only the potentially talented students in 20 high schools were contacted.

The program provided the students with a wide variety of in-depth experiences, opportunities for individualized instruction, and development of self-motivation, self-direction, and independent learning activities. It helped to develop the interests, abilities, and talents of disadvantaged students whose motivations and aspirations were inconsistent with their potential.

Teacher participants were encouraged to use new methods and techniques in their science and mathematics instruction and thus to increase the total effectiveness of the science and mathematics curricula.

The course also established effective patterns of school-university cooperation with the university contributing directly to the educational improvement effort by making available some of its facilities and the expert knowledge and skills of its faculty.

(Contributor: Jens Midtaune, Science Consultant)



WINSTON-SALEM/FORSYTH COUNTY, NORTH CAROLINA (Winston-Salem)  
47,343

**Title:** MT. TABOR FINE ARTS AND  
SPECIAL INTERESTS PROGRAM

**Grade level:** Elementary and junior high school  
(grades 2-9)

**Students:** 342

**Classroom teachers:** 31

**Teacher aides:** 6 paid

**Financial support:** Tuition

**Length of program:** 5 weeks  
5 days a week  
6 hours a day

**Eligible students:** Residents only

**Costs to students:** \$80 tuition

The Mount Tabor Junior High School Fine Arts and Special Interests Program, held for a number of years in the school system, draws its pupil membership from students nominated by their elementary and junior high school principals, teachers, and guidance counselors.

The elementary program (grades 2-5) is divided into five areas in which all pupils participate, as follows:

STUDY GROUPS explore the following areas:

- Grade 2 - Literature
- Grade 3 - Contemporary famous personalities
- Grade 4 - Current world affairs
- Grade 5 - Far East and Asia

MUSIC and PHYSICAL FITNESS activities are scheduled on a regular basis.

FINE ARTS STUDIES and a PRODUCTION WORKSHOP involve every child and culminate in a public performance.

SPECIAL INTEREST COURSES are selected by each child. Two such courses are taken during each 12-day period.

CAMPING experiences are provided at Ulmstead State Park. Children live in cabins, eat in dining halls, and take part in nature study, swimming, arts and crafts, and field trips.

The junior high program (grades 6-9) follows a similar pattern of experiences. Each student daily participates in a one-hour orientation period devoted to understanding significant state, national, and international events, with special emphasis on the Far East and Africa. Junior high school students select two special interest courses and participate in fine arts study periods during which they are oriented to an appreciation of the many facets of the fine arts. Like the elementary pupils, junior high school students also participate in the production workshop performance of a pageant or musical comedy and are involved in a camping experience at the state park.

(Contributor: Marvin Ward, Superintendent)

WASHOE COUNTY, NEVADA (Reno)  
25,565

**Title:** CREATIVE LEARNING CENTER

**Grade level:** Elementary

**Students:** 32

**Classroom teachers:** 2

**Financial support:** Tuition

**Length of program:** 6 weeks  
5 days a week  
2½ hours a day

**Eligible students:** Residents and nonresidents

**Costs to students:** \$26.25 tuition

The creative learning center was organized on a team teaching plan. All the children were of above-average ability in most academic areas. In order to develop certain objectives a single subject area was used--the study of the North American Indian. The objectives of the program were:

1. To develop library and research skills
2. To organize and present material through small group or committee work
3. To develop skills in creative writing
4. To develop skills and appreciation in music, art, and handicraft
5. To provide an atmosphere of learning centered on the individual. This crossed all grade lines and the class was completely ungraded.

In general, all objectives were met through large or small group work. Most of the children were able to use the

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library on their own and select material necessary for their study. All did some creative writing, handicraft, art, and music. Some of the activities in each of the areas were:

1. Creative writing--poetry, stories, Indian symbols, and Indian legends.
2. Handicraft--Indian costumes, Indian lore
3. Art--Indian designs, diorama
4. Music--Indian songs and dances

The last two weeks were spent in individual study areas. The children selected the subject they wished most to study. This covered all areas from science to sports. In general the program was very successful. However, the following will need to be considered to strengthen the program in the future:

1. The grade span was too great. It would be better to divide the learning center by primary and intermediate sections. The older children dominated the younger ones.
2. There was a lack of materials.
3. There was a lack of self-motivation and parental support.

(Contributor: Mrs. Rose M. Bullis, Director of Educational Information)

LONG BEACH, CALIFORNIA  
73,141

*Title:* SUMMER ENRICHMENT CLASSES  
FOR GIFTED PUPILS

*Grade level:* Elementary  
(grades 4-5)

*Students:* 350

*Classroom teachers:* 14

*Outside consultants:* 40 volunteer

*Other instructional personnel:*  
Assistant director of instruction

*Financial support:* State funds

*Length of program:* 6 weeks  
5 days a week  
4½ hours a day

*Eligible students:* Residents only

*Costs to students:* None

The program for students in grade 4 consisted of two courses, Marine Biology and Oceanography, and Literature. Each course met two hours a day for six weeks. Many field trips were taken--to marine museums and local tide pools, as well as to libraries. Two classrooms were utilized for biology, a laboratory and a discussion room. Literature class involved multiple experiences in creative dramatics, as well as an extensive look at folklore, myth, and legend.

The program for fifth-grade pupils had three courses. The course entitled "Municipal Government" was a comparative study of contract cities (Lakewood), mayor-council cities (Long Beach), and cities within cities (Signal Hill). Field trips to city council meetings and city service centers were an integral part of the course. Many guest speakers and films and other audiovisual devices supplemented the course work.

"Physical Sciences: An Introduction to Matter and Energy" utilized facilities provided by the local junior college, including extensive use of such advanced devices as the Van de Graff generators, Geiger counters, and cloud chambers. Field trips to a nearby museum and college were also part of the program.

The fine arts course was an introduction to aesthetics. Field trips and attendance at professional performances, as well as guest lecturers and performers highlighted the program. Many individual projects were undertaken.

Evaluation of both the fourth- and fifth-grade programs was consistent and positive. Parents, children, and community leaders as well as school personnel were responsible for continuous evaluation. The evaluation involved many contacts with parents. Student response was consistently enthusiastic.

(Contributor: H. Sanford Williams, Assistant Director of Instruction)

WASHOE COUNTY, NEVADA (Reno)  
25,565

**Title:** CREATIVE WRITING

**Grade Level:** Elementary  
(grades 5-6)

**Students:** 15

**Classroom teachers:** 1

**Outside consultants:** 1 volunteer

**Financial support:** Tuition

**Length of program:** 6 weeks  
5 days a week  
1 hour a day

**Eligible students:** Residents and  
nonresidents

**Costs to students:** \$15 tuition

Mysterious cats with green eyes, imaginary excursions into space or time, the doings of weird monsters or strange interplanetary creatures, thoughts of lovely things in a child's experience, chuckling good humor for pure fun, or deep and solemn contemplation--these were some of the outcomes of a creative writing class, an enrichment elective during the recent six-weeks' summer session of our school district. For example:

There was once a tomcat named Harry,  
Who said that he would never marry,  
But when a gorgeous girl cat came by,  
He couldn't help saying, "Hi,"  
And they danced all night and made merry  
--Jean

The peaceful rustle of light golden  
aspen leaves, as they fall to the ground  
on top of little green shrubs and grass,  
makes a sweet humble song, a softly sound-  
ing song.  
--Ken

Methods of motivation seem to offer endless opportunities. Often ideas were presented with a discussion of possible plots and useful words which were put on the board and spelled accurately to aid students. A student could always ask the teacher to spell a word he wanted to use, or he could look it up in the dictionary, but the children knew they would not be penalized for misspelling or grammatical errors. The desire was not to bind the children to known vocabulary or expressions but to allow each child to express his ideas freely. Observed problems could be noted by the teacher and taken up in time especially devoted to language skills. The teacher tried to type a story or poem for each child once a week. Seeing his story or poem in carefully typed form was impressive for the student. Since the teacher would correct errors as she typed, the student could compare his original copy with the corrected final copy to observe his errors. Each child finished the session with a book containing all of his own stories, some in his own writing, some typed, many illustrated, and the whole complete with covers and a title of his choice.

At first the teacher read the stories with the child's permission, giving the best possible oral interpretation to encourage future sharing of stories. Then each child was given the opportunity to read his own story, but this was always voluntary. After a child read his story, the class was encouraged to point out good plots, titles, word choice, or other fine points, but negative criticism was never allowed. Each piece of writing was treated as though it were very personal, and sensitive feelings were guarded. Some of the stories the children read were so enjoyed that copies were made for each child to keep. Sharing time was always anticipated with happiness.

Student interest level was not limited to fifth and sixth grades because the children often had ideas to express which seemed on a high adult level, even including racial problems, world peace, and thoughts of eternity:

Time is like the sun,  
Always leaving as the moon comes.  
Time leaves us as we die.  
--Ann

The response from the children was enthusiastic. It would be hard to measure accurately because of the intangibles involved, but it was highly successful if any conclusions could be drawn from the eager effort during writing times, the sparkle in the eyes of the children sharing their stories and of those listening, the desire to continue writing after the session ended, the respect shown for each other's ideas and feelings, and the apparent increased sense of self-worth with the realization of the creation of something of value.

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A full evaluation of this program would be difficult because the factors vitally involved were boys and girls, each unique with distinctive ideas and personality. There appeared to be definite growth in writing skill during even this short session. It also seemed that the children's worlds had been widened and that they had been set free in themselves even as was Jean's golden stallion and as Ken's wandering eagle:

Flashing in the sunlight  
Roaring majestically through rain,  
Free is the golden stallion

--Jean

To fly, to be free,  
That's the life of a free eagle,  
To sail on the currents of the air,  
To trail across the blue ocean of the sky.

--Ken

(Contributor: Mrs. Rose M. Bullis, Director of Educational Information)

ROCHESTER, NEW YORK  
45,586

*Title:* ELEMENTARY SUMMER DEMONSTRATION SCHOOL (in conjunction with Preservice Workshop for New Teachers of the Disadvantaged)

*Grade level:* Elementary

*Students:* 515

*Classroom teachers:* 21

*Other instructional personnel:*

- 1 supervising teacher
- 1 resource teacher
- 1 librarian
- 1 part-time teacher each in art, music, integrated handwork, and physical education

*Financial support:* Federal funds

*Length of program:* 4 weeks  
5 days a week  
2 3/4 hours a day

*Eligible students:* Residents only

*Costs to students:* None

The summer inservice education program was designed to provide intensive orientation for public and non-public school teachers newly assigned to teach educationally deprived children at the elementary level. The program included classroom observation in a demonstration school, seminars, and lectures by guest consultants.

The children in the program came from five school attendance areas in the city of Rochester previously designated as primary target areas for Title I assistance.

Teachers chose to attend one of two two-week sessions; the same children attended both sessions.

The total program was designed to help both new and experienced teachers prepare for teaching disadvantaged children. Specific objectives included:

1. To gain a better understanding of the inner city child and his background.
2. To form techniques and methods for maintaining more effective classroom control.
3. To develop useful materials for better teaching-learning situations.

The curriculum for the demonstration school was basically an extension of the regular school year developmental program. The curriculum areas were language arts (reading, speaking, listening, writing, and written and oral creativity), mathematics, science, social studies, ego development activities, and Negro history and culture activities.

Each morning was divided into two parts. During one part, new teachers observed in a classroom situation. During the other part, teachers were involved in seminars on various aspects of the school program. During the afternoon sessions, guest consultants spoke on a variety of topics and discussion periods ensued. Some time during the afternoon session was devoted to conferences and discussions between new teachers and leader-teachers based on follow-up seminars, classroom observations, and material presented by speakers.

Principals of the inner city schools whose newly assigned teachers attended one of the two workshop sessions had high praise for the program. One commented, "Very briefly--excellent! Please continue each year. It certainly helped these new people and it did ease some of the burden for me."

(Contributor: John M. Franco, Director of the Summer School Program)

SKOKIE ELEMENTARY SCHOOL DISTRICT NO. 69, ILLINOIS  
2,244

*Title:* P.S.D. (PRIMARY SKILLS DEVELOPMENT)

*Grade level:* Early primary

*Students:* 18

*Classroom teachers:* 3

*Other instructional personnel:*  
1 psychologist  
1 speech correctionist

*Financial support:* Tuition

*Length of program:* 5 weeks  
5 days a week  
1½ hours a day

*Eligible students:* Residents only

*Costs to students:* \$30 tuition

This class attempted to provide individual and group activities geared to the development of motor coordination and perceptual skills. A routined, structured environment, as free from distraction as possible, was provided by the building principal and school psychologist. The major goal was to develop a happy and positive school relationship by providing many experiences the children could achieve successfully at their level of development.

The membership in the program was drawn from children in the primary grades recommended by their regular classroom teachers as needing a highly individualized and specialized program in the development of perceptual, academic, and physical skills to better prepare them for the next school year. The Perceptual Skills Survey and the Metropolitan Readiness Tests were given during the first and last weeks of the session.

Daily class work centered around the Frostig Program for the Development of Visual Perception, and the use of the Frostig worksheets was preceded by the sensory-motor training suggested in the teacher's guide.

Dr. Kephart's book, The Slow Learner in the Classroom, and his aids to motoric and perceptual training were used extensively in the development of movement patterns. An attempt was made to develop as many of the student's sensory modalities as possible auditorily, visually, tactually, motorically, and to a lesser extent by smell and taste.

A parent-teacher conference was held the last week of school with each parent.

Speech correction classes were offered in combination with the P.S.D. classes. Tuition for the 30-minute speech classes, conducted three days a week, was an additional \$20.

(Contributor: James Metzinger, Principal, Madison School and District Summer School Director)

LANSING, MICHIGAN  
31,734

*Title:* ELEMENTARY WOODWORKING

*Grade level:* Elementary

*Students:* 35

*Classroom teachers:* 1

*Financial support:* Federal funds

*Length of program:* 9 weeks  
5 days a week  
1½ hours a day

*Eligible students:* Residents only

*Costs to students:* None

This woodworking class for elementary boys and girls was an innovative program in a school serving generally disadvantaged children. The purpose was to develop manual skills not usually taught in public schools at the elementary level, and to hope for a measure of achievement of a self-concept through these skills, an achievement often missing in academic studies.

Each pupil was allowed to follow his own interests. Each was counseled in planning, sketching, supply ordering, measuring, layout, sawing, nailing, drilling, planing, sanding, and finishing. The pupils were all very responsive; about one-third of the class were girls. Visitors, as well as this instructor, were well-pleased with the student-attained skills and interest in their projects.

(Contributor: Russell L. Lang, Instructor)



PENINSULA SCHOOL DISTRICT, WASHINGTON (Gig Harbor)  
2,300

*Title:* SHAKESPEARE SEMINAR AND TOUR

*Grade level:* Senior high school

*Students:* 27

*Classroom teachers:* 1

*Teacher aides:* 1 paid

*Other personnel:* Library personnel; instructor at Southern Oregon State College; directors, board members, and company of the Ashland Shakespeare Festival

*Financial support:* Tuition

*Length of program:*

6 3-hour orientation classes

4-day tour

1-day summary class

*Eligible students:* Residents only

*Costs to students:* \$60 tuition, including \$10 registration fee

The purpose of the program was to provide a meaningful study of six Shakespearean plays, culminating in seeing them performed on stage by professional actors at the Ashland, Oregon, Shakespeare Festival and at Federal Way, Washington. The course could be taken as an elective credit in the high school English department or audited for enrichment only. There was no ability or grade level grouping and the plays to be studied were only those performed by the players at Ashland and Federal Way, Washington.

The four-day tour of the Ashland theater provided "on the scene" knowledge of production, directing, costuming, set design, and acting as described in the lectures presented by Ashland and Southern Oregon State College personnel. The group lived on campus at the colleges and had daily work sessions there, in the Ashland Public Library, outside lectures in Lilhia Park, and inside the theatre at Ashland. The tour was initiated by our Shakespeare Tour Director last year with 10 participants, and grew to 27 this year. Next year we expect to have to limit the participation.

Students, instructors, parents, and the administration are sold on the idea of studying, discussing, and then going to see first hand the subject studied. Mobile education here in our district is a growing trend. We plan to extend this type of learning opportunity to include the sciences, probably next summer.

(Contributor: Iverson Cozort, Director of Extended Education)

TOPEKA, KANSAS  
24,732

*Title:* PROJECT GREENTHUMB

*Grade level:* Elementary  
(grades 5-6)

*Students:* 100

*Classroom teachers:* 2

*Teacher aides:* 8 paid  
3 volunteer

*Financial support:* Federal funds and local contributions of materials

*Length of program:* 12 weeks

Directors: 5 days a week

6 hours a day

Students: 3 days a week

2 hours a day

*Eligible students:* Residents only

*Costs to students:* None

Project Greenthumb was a summer program designed to combine an enjoyable learning experience with the care and growing of garden plants by fifth and sixth grade students. Elementary schools eligible for federal funds, due to the income level of their enrollees' families, were asked to find how many fifth and sixth grade youngsters might be interested in such a summer project. From these schools 100 students were accepted.

Each student was given a plot of ground on which to care for and maintain a summer garden. The two directors, a high school agriculture teacher and a high school home economics teacher, provided guidance.

All garden plots were donated by local patrons; local merchants donated the seeds and plants. In most cases, the plots were located near the school the student normally attended. Students learned not only how to care for a garden, but also how to can or preserve some of their harvest. The students had a very gratifying summer.

(Contributor: William D. Wagaman, Coordinator of Special Projects)

BERXARD COUNTY, FLORIDA (Ft. Lauderdale)  
90,001

**Title:** OCEAN STUDY

**Grade level:** Junior and senior  
high school

**Students:** 20

**Classroom teachers:** 1

**Other instructional personnel:**  
Personnel from Nova University,  
Florida Atlantic University, the  
Institute of Marine Sciences of  
Miami University, and industry  
interested in marine science.

**Financial support:** State funds  
and tuition

**Length of program:** 6 weeks  
5 days a week  
3-10 hours a  
day

**Eligible students:** Residents and  
nonresidents

**Costs to students:** \$40 tuition

The six-week program was devoted to a study of the physical, biological, and geological aspects of the marine environment. Its purpose was to develop interest and concern with the marine sciences, especially as related to South Florida. The student participants were expected to be of average or better ability, to be in good health, and to be capable of meeting basic SCU3A requirements. The students displayed unusual interest and motivation.

The business, educational, and scientific communities responded to the program with excellent cooperation. Universities provided access to campus facilities as well as personnel time as consultants on field trips and other activities. Industrial and government scientists also provided similar services. Local businesses such as dive shops, the commercial aquarium, and marine engineering firms were quite cooperative with the teacher and class.

The program was very successful. It not only provided interested students the opportunity to explore the field of marine sciences, but promoted cooperation between education and the community.

(Contributor: Roy F. Campbell, Supervisor of Secondary Science)

DALLAS, TEXAS  
151,809

**Title:** PROJECT AFFECT READING  
PROGRAM

**Grade level:** Nongraded

**Students:** 7,035

**Classroom teachers:** 315

**Other instructional personnel:**  
53 resource teachers

**Financial support:** Federal funds

**Length of program:** 6 weeks  
5 days a week  
3 hours a day

**Eligible students:** Residents only

**Costs to students:** None

The emphasis of this program was on reading and communication skills. Classes were set up on a nongraded basis. The objective was to help children from educationally disadvantaged backgrounds to catch up on ideas, skills, and basic concepts which would make them feel more comfortable during the regular school term. A schedule of field trips every week during the program provided activities stimulating to intellectual curiosity, sources of additional information, motivation for classroom work to follow, and a basis for vocabulary and concept expansion.

Teacher specialists (reading) were not assigned to specific classes, but were asked to work with classroom teachers on a leadership basis, providing materials, guidance, and direct instructional assistance. They attended weekly seminars throughout the program to study the need of teachers and students working in the program, to exchange ideas and activity plans, and to discuss problems and possible solutions.

Students in the program represented every level from first grade through high school. Their achievement levels indicated needs for remedial work in reading in some cases

(Continued)

and readiness for enrichment and extension activities in others. Teacher specialists helped classroom teachers plan for both kinds of needs.

Boys and girls in the program became more comfortable in sharing experiences orally and gained in vocabulary understanding through class activities. Recognizing letters of the alphabet, and blending letters into words was a growth check for elementary pupils. Voluntary reading of personally selected materials was a growth check by teachers of older students.

In evaluating the program, most teachers indicated that they had profited professionally from the program, that they had enjoyed the freedom of expression and relaxed approach of the summer program, and that they would like to teach in a similar setting next summer. Teacher specialists indicated that their seminar work had been professionally stimulating and helpful. Almost all indicated they felt they would be better teachers during the long term as a result of their growth during the summer program.

(Contributor: Hollis Allen, Assistant Superintendent for Administration)

MT. DIABLO SCHOOL DISTRICT, CALIFORNIA (Concord)  
43,462

Title: SUMMER PROGRAM FOR ELEMENTARY ADVANCED PUPILS

Grade level: Elementary  
(grades 4-6)

Students: 300

Classroom teachers: 10

Teacher aides: 2 paid

Outside consultants: 6 volunteer

Financial support: State and local  
public funds

Length of program: 6 weeks  
5 days a week  
4 hours a day

Eligible students: Residents only

Costs to students: \$10 out-of-  
door education fee for weekend  
trip

Advanced pupils in fourth, fifth, and sixth grades were exposed to the insights of many specialists from within the staff and outside resource personnel through a flexible team organization. Two teams, of five instructors each, offered learnings in several of the disciplines surrounding the theme. "Man and His Environment."

Open space, pollution, leisure time, aesthetics, history, environmental design, natural science, psychology, anthropology, oceanography, city planning and management, and other elements within the broadly defined field of humanities were presented in the context of trying to understand man's behavior in a complex environment. Inquiry training, discovery methodology, and productive thinking techniques pervaded the instruction.

Frequent field activities took the children in large and small groups away from the classroom and into the arena of reality. Resource personnel were generously employed in on- and off-campus experiences. For example, in the study of water systems, air pollution, and Bay silting, all students were flown over the Central Valley and San Francisco Bay in chartered planes after intensive study showed them the general configuration of water supply and effects of Bay reclamation. Throughout the summer, a selected group of eight students worked with Jon Frederic Stanton III, international prize-winning cinematographer, in actual on-location nature photography. Administrative and design staff from East Bay Regional Park Service assisted teachers and students in formulating recommendations for the utilization of newly-acquired semi-primitive open space areas.

Outdoor education, stressing aesthetics, conservation, and early California history, was offered in the Mother Lode country for a weekend of organized learning and recreation.

Evaluations involving parents, pupils, staff and resource personnel indicate that the intended enrichment plus the development of value systems around conservation and planning for man's future occurred.

(Contributor: Harvey R. Wall, Coordinator of Advanced Program)



SAN BERNARDINO, CALIFORNIA  
36,838

**III: WORKSHOP IN READING AND  
DRAMATIC ARTS**

**Grade level:** Junior high school

**Students:** 72

**Classroom teachers:** 6

**Outside consultants:** 6 volunteer

**Other instructional personnel:**  
1 reading consultant

**Financial support:** State and local  
public funds

**Length of program:** 7 weeks  
5 days a week  
4 hours a day

**Eligible students:** Residents only

**Costs to students:** None

Starting with the premise that gifted students need a broad base of experience in dealing with the many forms of reading outside the textbook, we undertook to create a summer course geared to this idea. The basic thinking was that reading is not a sheer intake process for these students, that it is in addition a creative environment which amalgamates dramatic arts, creative writing, music and art, and that certain facets of learning should be developed if the education of these students in humanities on the high school level was to proceed apace.

The planning session aimed at two goals: (1) spelling out a detailed program which would accomplish the above basic experiences within the framework of a four-hour day, and (2) selecting materials which would be purchased with district funds and which would not in any way overlap or duplicate any other materials on the secondary level. Of prime importance, also, was the selection of a faculty of six which would support the idea of the program, the broad humanities approach, and which would offer to the students experienced, liberal arts oriented teachers with unique interests in selected fields who would complement one another.

Dubbed by many students the "Culture Course," the workshop was offered at three junior high schools. The faculty of three men and three women, matched in teams, taught for four-hour sessions. Twenty-four students per team was the class load. It was up to each team to function as the mem-

bers felt best for the students. Some sessions involved smaller groupings under the direction of two teachers.

One day's activities might include a lecture-discussion on "What Is Your Concept of Heaven and of Hell?" Interlaced with this idea might be a discussion of Babylonian, Egyptian, Greek, Roman beliefs; Dante's nine circles of hell; the seven deadly sins, etc. The discussion might go to "What is the greatest crime one can commit?" Some readings in mythology might follow, then some work on poetry, perhaps stressing the poets of optimism and poets of pessimism. The day might end with the students working on individual art projects. Each student contributed a sculpture, a mobile, a model of the Globe Playhouse, a painting, or the like, to the culminating activity. This activity was a masquerade ball on the last night of the summer session. Parents were invited to see the work accomplished, to dance to the live band and to see the costumes representing storybook characters.

The group of 72 met as a total class to attend plays, and it met as a whole class each Monday to hear lectures by community people. Following the weekly lecture, there were small discussion groups under the supervision of the six teachers to react to the lecture.

Parent involvement in this course was strong, and it was positive. Parents accompanied the students on trips; they helped to transport students; they came to see productions. They have remained strong supporters.

The teachers appreciated the compatibility of the staff. At Friday luncheon sessions they exchanged ideas, materials, and ironed out the little problems that would have been pebbles in their shoes without such sessions. The students liked best the part of the program which stressed their own performances in a major play. Next they liked the trips; many had never seen a live performance before.

(Contributor: Ellen McLaughlin, Teacher)



KINGSPORT, TENNESSEE  
7,864

**Title:** ARTS AND CRAFTS and MUSIC

**Grade level:** Elementary

**Students:** 100

**Classroom teachers:** 2

**Teacher aides:** 2 paid

**Financial support:** Federal funds  
and tuition

**Length of program:** 5 weeks  
5 days a week  
45 minutes  
each class

**Eligible students:** Residents and  
nonresidents

**Costs to students:** \$15 tuition  
each class; free to children in  
families with income under \$2000

The arts and crafts course emphasized both art appreciation and practical work with various art media. Art appreciation was taught by viewing pictures of different artists and studying the life and work of those artists.

The students used 27 different media in all to make articles for their homes and to create musical instruments used in group singing. Students worked in groups of three or four on individual projects of their own choosing.

The musical instruments, such as drums, ukes, and marimbass, made in art class were used for accompaniment when the pupils were taught to sing folk songs and other native American songs.

At the end of the summer pupils put on a program for the parents at the school and for other students in the park and on playgrounds.

Leadership was developed, and a wonderful spirit of public participation in a program for joy and cultural enrichment was evident.

(Contributor: Andria Bowman, Elementary Supervisor)

NEWPORT-MESA SCHOOL DISTRICT, CALIFORNIA (Newport Beach)  
25,843

**Title:** HARBOR HUMANITIES INSTITUTE

**Grade level:** Senior high school

**Students:** 60

**Classroom teachers:** 3

**Outside consultants:** 5 volunteer

**Financial support:** Local public  
funds

**Length of class:** 4 weeks  
5 days a week  
4 hours a day

**Eligible students:** Residents only

**Costs to students:** None

The third annual Harbor Humanities Institute featured the theme of Values and Vision. The curriculum was an exploration of how man expresses his values through visual means. The program included a critical analysis of films from the United States and other countries, and part of the time was devoted to a study of other means of communication and visual expression including painting, sculpture, drama, architecture, and advertising. Speakers and field trips were included to broaden the student's knowledge of the influence on values by visual means.

The program was offered to high school students who were well-qualified academically and who had specific interest in these forms of communication. Most of the students who enrolled maintained good attendance. Many rewarding discussions were initiated after the students were motivated by particular films, critical evaluations of paintings, and searching looks at different forms of advertising.

The enrollment was limited generally to second, third, and fourth year senior high students who had proven their ability to think critically and creatively. There was no assigned homework, and letter grades were not given. Credit was not available, although students who participated in the institute had this participation noted on their permanent record cards.

(Contributor: Norman R. Loats, Assistant Superintendent for Instruction)

CHICAGO, ILLINOIS  
564,768

**Title:** UNITED STATES HISTORY--  
URBAN-ORIENTED

**Grade level:** Senior high school

**Students:** 56

**Classroom teachers:** 2

**Outside consultants:** 2 volunteer

**Other instructional personnel:**  
1 social studies consultant

**Financial support:** Local public  
funds and registration fees

**Length of program:** 7 weeks  
5 days a week  
3½ hours a day

**Eligible students:** Residents only

**Costs to students:** \$1 registra-  
tion fee

This was an experimental course in U. S. History held at a "Loop" location, DePaul University. The main objectives realized in the course were an understanding of the role of the urban community as a major contributor to the development of our country, especially in the post-Civil War period, and an insight into the domestic issues of urbanization and its many ramifications, including urban renewal, industrial development, residential development, civil rights, and education. Perhaps one of the greatest features of the program was the opportunity it provided for students representing 29 public high schools to come together for educational instruction and social group interaction at a central location in an urban setting.

Dialogues and forums provided the students with opportunities to share their views on important issues of the day. The teachers, also from various parts of the city, contributed to the success of the program because of their sensitivity to the expressions of multi-ethnic groups and their interest in innovative teaching techniques.

Resources of the city were used to enrich the classroom activities. Field trips and guided bus tours played an important role in the enrichment program.

The location of the classes in a "Loop" building provided an experience that had many valuable dimensions. The urban influence was a constant factor and the trip to the "Loop" for the students provided a stimulating beginning to each day that was carried over to the main lecture and small group discussions.

(Contributor: Mary Greig, Director of Social Studies)

CINCINNATI, OHIO  
89,708

**Title:** SENIOR SEMINAR

**Grade level:** Senior high school  
(grade 12)

**Students:** 18

**Classroom teachers:** 2

**Teacher aides:** 1 paid

**Financial support:** Federal funds

**Length of program:** 7 weeks  
5 days a week  
4 hours a day

**Eligible students:** Residents only

**Costs to students:** None

The Senior Seminar was designed as an enrichment course for pupils from disadvantaged areas who had completed the eleventh grade and were planning to enter college after graduation or who, in the interest of society, should be encouraged to attend college. The students were of high general and academic ability. The purpose of the course was to enrich the students' backgrounds to help them to do better during their senior year in high school and to prepare them to adjust to college successfully.

The course was held on the University of Cincinnati campus to acquaint pupils with the facilities of a large university and to give some understanding of the type of learning situation they may encounter in college. The library of the university was available for their use. Students at the university who were interested in encouraging the pre-seniors to enroll at their university conducted tours of the campus and helped in every way to make the participants become familiar with all aspects of college life.

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In the classes the major emphasis was placed on literary analysis by type--novel, essay, poems, and short stories. Emphasis was also placed on controlled reading to improve reading speed, comprehension, and vocabulary. Each student wrote one theme each week, following careful instruction and detailed preparation for the assignment. They were taught how to prepare for college entrance examinations. The need to budget study time carefully and make individual choices in campus life were discussed at length.

The students responded very well to this course, and the over-all evaluation was good. Students were asked to give their opinions of the various aspects of the course and to make suggestions for the course if it is given a second year. A second questionnaire will be sent to them at mid-semester to gain their opinions on the help they received, as they view the experience in retrospect.

(Contributor: Dale W. Jones, Associate, Division of Research, Statistics, and Information)

FORT WORTH, TEXAS  
81,252

*Title:* MES MEXICANO

*Grade level:* Junior and senior  
high school

*Students:* 85

*Classroom teachers:* 3

*Teacher aides:* 3 paid

*Financial support:* Local public  
funds

*Length of program:* 4 weeks  
5 days a week  
3 hours a day

*Eligible students:* Residents only

*Costs to students:* None

"Mes Mexicano" is a month of enrichment experiences designed specifically to develop the performance skills of talented students in junior and senior high schools whose interests are oriented toward mastery of the Spanish language.

Teachers in the program are visiting professors from the summer school of the Instituto Tecnológico y de Estudios Superiores de Monterrey, located in Monterrey, Mexico. These native speakers model the speech patterns practiced by the students and take students into the creative use of the spoken language. Direct comprehension of selected samples of good literature is strengthened through the development of language competence.

A delightful part of the program is the teaching of the regional dances and songs of the colorful Mexican heritage to enhance the students' appreciation of the joyful living of the Mexican people.

The students experience many of the benefits of a month in Mexico via a see, listen, and speak "trip." For last summer's program a visual-audio-lingual Spanish language series of filmstrips and tapes allowed students to travel vicariously with a young, bilingual American who flies to Mexico.

They shared with him his experiences from the Zocalo to Zochimilco, and from Mexico City to Guanajuato. They shared his friendships with Mexican families and the host of people with whom the family had contacts.

Travel and immersion in a foreign language environment significantly increase competence in the spoken language. Thus, Spanish is the "official language" of the "tourists" and the "guides." Also, colorful authentic Mexican art objects locate the Mes Mexicano in a cultural island. In this way, the program provides many of the same advantages which foreign travel affords.

(Contributor: Mary Lee Poindexter, Consultant for Foreign Languages)

KANSAS CITY, MISSOURI  
74,463

**Title:** TAXIDERMY

**Grade Level:** Grades 7-8

**Students:** 6

**Instructional personnel:**  
1 professional taxidermist and  
other museum staff members

**Financial support:** Tuition and  
local public funds

**Length of program:** 6 weeks  
5 days a week  
1 hour, 50 min-  
ute: a day

**Eligible students:** Residents only

**Costs to students:** \$20 tuition

The class in taxidermy was held in the Kansas City Museum and was taught by a professional taxidermist on the staff of the museum. The class was designed to teach the child the anatomy and forms of small fish and animals, as well as the art and skill of mounting.

This was a small class, but one which was marked by a large amount of enthusiasm. Hopefully, this program will include more students as the program is expanded next year.

(Contributor: James H. Lawson, Research Assistant)

ORLEANS PARISH, LOUISIANA (New Orleans)  
107,838

**Title:** GENESIS OF A VIBRANT CULTURAL PROGRAM

**Grade level:** Multigraded

**Students:** 1,500

**Classroom teachers:** 67

**Outside consultants:** 4 paid

**Other instructional personnel:**  
Assistant supervisors, center  
coordinators, guest lecturers,  
musicians, and actors.

**Financial support:** Federal funds

**Length of program:** 6 weeks  
5 days a week  
3½ hours a day

**Eligible students:** Residents and  
nonresidents

**Costs to students:** None

Designed to give students a feeling of freedom and enjoyment in participation, Genesis of a Vibrant Cultural Program established an innovative course of study in art, music, drama, and foreign language using new materials in new ways. All aspects of the program emphasized the living form of what was studied rather than a strictly textbook-oriented curriculum.

In-depth classes in various art media, culture and conversation in French and Spanish, music and art appreciation classes, individual instruction in instrumental and vocal music, and specialized courses in the theatre were offered, employing personnel from within the school system as well as from other educational sources.

Through a combination of efforts by educational agencies and community organizations, many otherwise unavailable enrichment opportunities became possible. Concerts; an art museum; private art galleries; a local theater; and instruction from professional artists, musicians, theatrical performers, artisans, cultural attaches, and university personnel were successfully integrated into the program.

Almost all the children enrolled in project Genesis were highly motivated young people who demonstrated tremendous interest and enthusiasm in all phases of the program. Their capacities for self-expression and creativity seemed to grow as the summer progressed.

(Continued)



The culminating activity of each individual course, whether it was a dramatic production with full costuming and sets or merely a formal display of pottery produced by the students, enabled each child to visualize the fulfillment of his own artistic and cultural potential. Continued interest and pursuit of skills first acquired by students during Genesis has vividly marked the program's success.

(Contributor: Robert E. Wall, Office of Special Projects)

DES MOINES, IOWA  
46,043

**Title:** STATE GOVERNMENT DEPTH STUDY

**Grade level:** Junior high school (grade 8)

**Students:** 17

**Classroom teachers:** 1

**Financial support:** Tuition and local public funds

**Length of program:** 3 weeks  
5 days a week  
2 hours a day

**Eligible students:** Residents only

**Costs to students:** \$5 tuition

The State Government Depth Study was opened to those students who had completed seventh grade. A student in Des Moines often misses one of the most profitable learning laboratories in his lifetime simply by overlooking it. The laboratory is his own city. Its location, size, and the fact that it is the state capital offers a vast amount of information and learning. Des Moines offers the state legislature, the capitol building, the historical building, and various other resources.

One week of the course included a study of the states in the federal system; the second week included a study of the state constitution; and the third week offered an examination of the office of governor and the executive branch. Speakers and field trips were planned to complement the various aspects of the subject.

(Contributor: Gerald A. Robinson, Director of Research and Statistics)

SALT LAKE CITY, UTAH  
37,355

**Title:** PETROLOGY

**Grade level:** Elementary

**Students:** 42

**Classroom teachers:** 1

**Other instructional personnel:**  
1 librarian

**Financial support:** Local public funds and registration fees

**Length of program:** 4 weeks  
5 days a week  
1 hour a day

**Eligible students:** Residents only

**Costs to students:** \$5 registration fee (free to indigent children)

The teacher of this class was an expert in the field of petrology (the study of rock formations) and contributed much to the class through her enthusiasm and knowledge.

All elementary school children were invited to enroll, and they ranged in age from 7 to 11 years. (The seven-year-old was the most responsive of all enrolled.)

A series of interesting and inventive projects were conceived to help children classify the major formations of rocks and to become conversant with the scientific terminology in this field.

This was one of the most outstanding enrichment experiences for the children enrolled in our summer school.

(Contributor: Edward O. Salisbury, Director, Continuing Education Department)

SAN FRANCISCO, CALIFORNIA  
91,981

*Title:* INTRODUCTION TO ANTHRO-  
POLOGY

*Grade level:* Senior high school

*Students:* 25

*Classroom teachers:* 1

*Financial support:* Local public  
funds

*Length of program:* 8 weeks  
5 days a week  
2 hours a day

*Eligible students:* Residents only

*Costs to students:* None

This basic course in anthropology, divided into three natural divisions (physical anthropology, social anthropology, and cultural anthropology), has been given for the past two summers at Galileo High School. Special emphasis is placed on the various types of economics--hunting, gathering, horticulture, agriculture, and factory industrialism. The actual excavation of an Indian site, Marin 192, Novato, California, provided the practical aspect of the course.

(Contributor: James W. Kearey, Supervisor of Secondary Education)

PINELLAS COUNTY, FLORIDA (Clearwater)  
71,719

*Title:* CAMP WECANDO

*Grade level:* Multigraded

*Students:* 90

*Classroom teachers:* 3

*Teacher aides:* 6 paid  
48 volunteer

*Other instructional personnel:*  
1 nurse  
6 swimming instructors

*Financial support:* Federal funds,  
local public funds, fees, contri-  
butions of Rotary International

*Length of program:* 6 weeks  
5 days a week  
6 hours a day

*Eligible students:* Residents only

*Costs to students:* \$1 a week for  
milk and insurance

Camp Wecando provides day camp experiences for the mentally retarded children and youth of Upper Pinellas County, with a program of activities to promote the enrichment of each camper's own personal life, to promote social growth, and to improve physical stamina and coordination. Our campers are in the trainable and educable groups. They must be at least six years of age, ambulatory, and toilet-trained. There is no other stipulation.

The campers are brought by buses to a sprawling, wooded country park on Old Tampa Bay. The County Park Board makes the facilities of a large shelter available for camp headquarters. Between 20 and 30 young people report each day to serve as counselors, providing an adequate staff to lead the campers through a program that includes sports, games, crafts, music, marching, and hiking. Twice a week there are swim periods (on Tuesdays at the Dunedin Pool and on Fridays swim lessons at Dunedin Beach, under the direction of our school's summer swim program).

A number of people enrich our program by presenting and directing special events (puppet shows, square dances, and concerts, for instance).

That the campers get much from the program can be seen in their eagerness to get to camp day after day. After a session of camp, there is evident improvement in the behavior of many who have shared in a camp experience for the first time. As for the student counselors, they receive valuable experience working with the campers. Each year several ex-

press the desire to enter the field of teaching and some develop an interest in the medical and recreational aspects of retardation.

(Contributor: O'Neal Jacobs, Jr., Director)

DENVER, COLORADO  
96,085

*Title:* BOTANY

*Grade level:* Junior and senior  
high school

*Students:* 19

*Classroom teachers:* 1

*Outside consultants:* 5 paid

*Financial support:* Local public  
funds and registration fees

*Length of program:* 8 weeks  
5 days a week  
1 hour, 40 min-  
utes a day

*Eligible students:* Residents only

*Costs to students:* \$1 registra-  
tion fee

The purpose of the program was to provide selected students who had completed one year of biology and who had earned average or better grades, an opportunity to work, to study, and to experiment on their own, under supervision, in our Denver Botanical Gardens.

We purposely kept the number small, as the program was conducted this year on an experimental basis. The youngsters participating demonstrated beyond our expectations, and we plan to repeat the program next year.

(Contributor: Symond J. Ehrenkrook, Executive Director  
of Secondary Education)

RICHMOND, VIRGINIA  
44,229

*Title:* LET STUDENTS BE TEACHERS

*Grade level:* Junior high school

*Students:* 23

*Classroom teachers:* 4

*Financial support:* Local public  
funds

*Length of program:* 4 weeks  
5 days a week  
4 hours a day

*Eligible students:* Residents only

*Costs to students:* None

In Westhampton Junior High School an enrichment activity was tried for a second year with excellent results. The project, "Let Students Be Teachers," grew from such comments as, "I don't have anything to do this summer." Westhampton initiated a program for "student aides"--pupils who volunteered to work with first, second, third, and fourth graders in the school's remedial summer program.

There were 23 aides for four teachers and 73 pupils. Having the responsibility of being a partner with a teacher meant much to the youths. As a result of their experiences, several have reported they wish to take up teaching as a career.

The student aides were themselves good students. The major portion of their duties, however, were noninstructional. They helped the teacher keep progress report records, supervised pupils on the playgrounds, ran errands, handed out books and materials, and accompanied children who were sick to the school office. They also encouraged pupils to try their hand at art work in some classes and led the younger children in singing and playing records.

Although Westhampton's program was primarily for strengthening elementary children in language arts and arithmetic, the aides did homework just as the pupils did so they could keep up with the pace of instruction.

Teachers' response has been exceptionally good to this summer occupation for "in-between-agers" and teenagers. In fact, all concerned with the project have felt it was most successful and provided an unusually worthwhile enrichment activity for the 23 aides.

(Contributor: Thelma B. Keene, Coordinator of Summer Programs)

SALT LAKE CITY, UTAH  
37,355

*Title:* MEASUREMENT AS IT AFFECTS  
OUR LIVES

*Grade level:* Elementary  
(grades 4-6)

*Students:* 8

*Classroom teachers:* 1

*Other instructional personnel:*  
1 librarian

*Financial support:* Local public  
funds and registration fees

*Length of program:* 4 weeks  
5 days a week  
1 hour a day

*Eligible students:* Residents only

*Costs to students:* \$5 registra-  
tion fee (free to indigent)

Children in this class studied the history of measure-  
ment and all of the devices we use today to measure. The  
class went into the community to observe how trucks are  
weighed; how gasoline is measured; how stores weigh and mea-  
sure; how stores figure money; how to measure in cooking; how  
the farmer measures; how the city measures water, natural  
gas, electricity, etc.

Estimating weights, amounts, volumes, and the like, was  
also included in the activities, as well as figuring the  
height of a tree, a mountain, and other objects using the  
shadow length.

The children, teacher, and principal were very enthu-  
siastic about the experience, and we shall certainly include  
such a class in our program another year.

(Contributor: Edward O. Salisbury, Director, Con-  
tinuing Education Department)

WICHITA, KANSAS  
70,051

*Title:* INDUSTRIAL EDUCATION,  
HOME IMPROVEMENT AND  
REPAIR

*Grade level:* Junior high school

*Students:* 50

*Classroom teachers:* 4

*Outside consultants:* 4 volunteer

*Other instructional personnel:*  
Director of industrial arts

*Financial support:* Federal funds  
and local in-kind funds

*Length of program:* 8 weeks  
5 days a week  
4 hours a day

*Eligible students:* Residents only

*Costs to students:* None

The purposes and goals of the program were as follows:

1. To provide an opportunity for boys to acquire the  
knowledge and develop the skills needed for home  
maintenance.
2. To provide a profitable activity for young men in a  
disadvantaged area.
3. To improve the homes in the area.

Two groups of 25 boys each worked from 7 A.M. to 11 A.M.,  
five days a week, for eight weeks, on home improvement and  
repair. Under the instruction and guidance of four versatile  
instructors, they painted houses; rebuilt screens; repaired  
doors and windows; built fences, steps, ramps, and shutters.  
All work undertaken was outdoors, although the instructor  
frequently gave advice on indoor repairs.

The repair work was done on houses in disadvantaged areas  
of the city. A contract was signed with the home owner out-  
lining the extent of work to be done and defining liability.  
The first \$50 of materials cost was paid on each contract by  
Title I funds.

At each of two school locations a woodshop was used as  
headquarters. The shop was used for preliminary training and  
for building or repair of portable items. One teacher normal-  
ly ran the shop while the other supervised two or more crews  
working on houses. Attendance was good. Tardiness was no  
problem although the work started at 7 A.M.

(Continued)



It was noted that when the boys fixed up a house in a neighborhood, adjacent households, in many cases, cleaned and fixed up their property also. Each boy received \$100 for his eight weeks of schooling and work. All of the teachers agreed that, without exception, the boys found pleasure in the activity, learned a lot, and developed a degree of civic pride.

(Contributor: Coordinator of Technical, Industrial, and Vocational Education)

PENINSULA SCHOOL DISTRICT, WASHINGTON (Gig Harbor)  
2,300

*Title:* ECONOMIC GEOGRAPHY AND  
HISTORY OF WASHINGTON--A  
MOBILE EDUCATION PROJECT

*Grade level:* Grade 9

*Students:* 23

*Classroom teachers:* 1

*Teacher aides:* 2 paid  
4 volunteer

*Outside consultants:* 4 volunteer

*Other instructional personnel:*  
National Park Service personnel,  
authors, historical museum per-  
sonnel, local college and uni-  
versity instructors, and indus-  
try personnel

*Financial support:* Tuition and  
donations of food, and housing  
by local industry, wholesalers,  
and local school systems en  
route

*Length of program:* 5 weeks  
5 two-hour orientation classes  
4-hour flight for aerial study  
of state  
19-day field study by bus  
1 week evaluation period for re-  
search paper

*Eligible students:* Residents only

*Costs to students:* \$125 tuition,  
including \$20 registration fee

The 1967 program provided (for the sixth successive year) a modern method of giving students a vivid appreciation and understanding of their state's history, geography, economy, geology, and culture--an expansion of the "learn-by-seeing" concept. The fundamental purpose of the course was to broaden the base of the student's experience so that he may gain first-hand impressions and perceptions of our state. From these he will be able to draw parallels and contrasts which will lend authenticity to his interpretations in new learning situations.

The main part of the course consisted of a 19-day field trip by bus so that students could observe first hand the various kinds of industries, people, climate, geology, and resources of the state. Students prepared for this trip by attending 5 special 1½-hour sessions after classes during the last month of the regular school year and 5 two-hour orientation classes during the week before they embarked on the bus tour. Included in the orientation period was a 4-hour flight for aerial study of the state. When they returned from the bus tour, the students were given one week in which to prepare a research paper, a requisite of this credit course.

The 1967 group was of random ability, not a picked group, although the \$125 tuition was a barrier to some. Two scholarships were awarded to deserving students of less-fortunate financial circumstances. Industry and wholesalers helped with food contributions.

The mobile education project provided the students with an opportunity to live, learn, and work with others of both sexes over an extended period of time, as a family unit. They all performed chore duties of food preparation, clean-up, and the like. They were housed as a unit on gym floors in local schools along the way, in sleeping bags. All had four special-knowledge assignments and were called upon to lecture at appropriate places along the way.

Having my own daughter participate in the program this year gives me the opportunity to view the program both as a parent and as an administrator. I would say that we should have more such opportunities for education, opportunities that provide learning in such an interesting, meaningful, and lasting manner, as I believe this project provides.

(Contributor: Iverson Cozort, Director of Extended Education)

PHILADELPHIA, PENNSYLVANIA  
272,664

**Title:** PHILADELPHIA COOPERATIVE  
SUMMER SCHOOLS' PROGRAM  
FOR THE DISADVANTAGED

**Grade level:** Multigraded

**Students:** 150

**Classroom teachers:** 12

**Outside consultants:** 4 paid

**Financial support:** Federal funds  
and local public funds

**Length of program:** 6 weeks  
5 days a week  
6½ hours a day

**Eligible students:** Residents only

**Costs to students:** None

The Philadelphia Cooperative Schools' Program is a cooperative effort of the public, private, and parochial schools of Philadelphia to find more relevant curriculum for the diversity of the city's disadvantaged children. The project grew out of a need felt by all three systems to develop curriculum, methods, and teacher training which lead students to have a greater stake in school and in their own education. Student dropout rates at one end of the social spectrum and student apathy or antagonism at the other end has provided the context within which the project has sought for a more relevant curriculum, a "curriculum of concerns." Other program purposes include experimentation with ways of achieving more effective integration; continuing development of cooperation between public, private, and parochial schools; and offering teacher training in new methods and philosophies to teachers of all three systems.

The cooperative program was a six-week summer project for 100 students chosen to represent the greatest possible diversity of racial, economic, and educational background. The curriculum was designed to make this diversity an educational stimulus which would lead students to think more deeply about themselves and their society. The morning part of the program was devoted to course work in drama, communications, and urban affairs. In the afternoon the students were

encouraged to develop projects of their own which would allow them to try out by themselves the perspective and techniques used during the morning classes. The 100 students were grouped into two schools, a middle school and an upper school, each with a separate staff and director.

An innovative aspect of this summer's project was the development of the Teacher-Student Program designed to develop (1) more open, independent, and flexible individuals working within the system, and (2) a decentralized pattern of organizational change in which groups within each school are encouraged to plan for their own improvement and are supported with the time, money, and influence necessary to turn these plans into practical programs.

In the Teacher-Student program 50 teachers and students participated together for a six-week summer session on an equal basis, taking courses in Group Laboratory Training (a procedure which allowed a group of people to explore the personal factors operating within a group to either impede or increase its effectiveness), in Improvisational Drama (a series of exercises which called for concentration on one acting problem at a time, building toward the ability to control many facets of one's personality and environment), and in Urban Affairs (a course which studies the pressure points of urban society). In the afternoon the participants worked with the student body of the Cooperative Schools' Program in a variety of projects which the participants themselves developed. Twenty of the teachers came from the same junior high school and so they frequently met to develop new approaches to problems at their school.

It is premature to evaluate this program since the hard research evidence is not yet available, but it is clear that for many students and teachers involved in the program it had a strong impact. Most of the teachers in the Teacher-Student Project felt the experience was positive and should be available for other teachers. Many of the students have expressed desires to continue contacts with other members of their groups and to develop on-going projects during the winter which reflect the Cooperative Schools' program

(Contributor: Norman A. Newberg)

NEWARK, NEW JERSEY 78,946
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**Title:** BOYLAN STREET SUMMER  
SCHOOL FOR THE HANDICAP-  
PED

**Grade level:** Elementary

**Students:** 150

**Classroom teachers:** 11

**Teacher aides:** 11 paid

**Other instructional personnel:**

5 remedial teachers

2 speech teachers

1 teacher of neurologically im-  
paired

1 arts and crafts teachers

3 physical therapists

1 social worker

**Financial support:** Federal funds  
and local public funds

**Length of program:** 6 weeks  
5 days a week  
5½ hours a day

**Eligible students:** Residents only

**Costs to students:** None

Boylan Street Summer School provided a program for blind, deaf, orthopedically handicapped, physically limited, and neurologically impaired children residing in Newark. The program offered academic, remedial, and creative work, interspersed with physical therapy and recreational activities, on a full day basis. The following goals were established for the program:

1. Improving academic achievement in reading, language, and arithmetic.
2. Creating a positive climate toward the school and its program on the part of pupils, parents, teachers, and the community at large.
3. Raising the cultural level of the students by enrichment of inschool activities and by field trips with cultural objectives.
4. Raising their levels of physical fitness and health.

The summer was a time of moving ahead. The challenging responsibility of bringing disadvantaged youngsters closer to their intellectual capacity was met head-on. The importance of relieving these students from the full academic rigors of the regular school program was understood, and the problem was imaginatively solved by weaving the constructive aspects of a recreational program with needed catch-up studies. Activities were planned with the special needs of each handicapping condition in mind. A continuity of care and education was thus assured.

The opportunity to utilize all the facilities of the school and to participate in all the activities of which he was capable was of unique value for the child with special health needs. The children derived much pleasure and enrichment from the variety of experiences offered them.

(Contributor: Stanley A. Model, Principal, Boylan Street Summer School)

September 1967

## 1967 SUMMER ENRICHMENT PROGRAM

Name of school system \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

Name and title of respondent \_\_\_\_\_

NOTE: Complete one form for each unusual enrichment program or class which was held during the 1967 summer session in your school system. Do not report such programs and classes as personal typing, instrumental music, and driver education; or courses which are offered during the school year; or courses which may be taken for credit.

1. TITLE OF ENRICHMENT CLASS OR PROGRAM \_\_\_\_\_

2. GRADE LEVEL (Please check ONE only)

☐ Elementary    ☐ Junior high school    ☐ Senior high school    ☐ Multigraded

3. ENROLLMENT, STAFFING, FINANCING (Report data for program reported in Question 1 only.)

a. Number of students in program reported in Question 1 \_\_\_\_\_

b. Number of regular classroom teachers involved in this program \_\_\_\_\_

c. Number of teacher aides \_\_\_\_\_ Paid \_\_\_\_\_ Volunteer \_\_\_\_\_

d. Number of outside consultants \_\_\_\_\_ Paid \_\_\_\_\_ Volunteer \_\_\_\_\_

e. Other instructional personnel utilized (please list) \_\_\_\_\_

f. What were the sources of financial support for this program? (Check ALL that apply.)

☐ Federal funds    ☐ Local public funds    ☐ Tuition    ☐ Foundation grants

☐ Other (please specify) \_\_\_\_\_

4. LENGTH OF PROGRAM OR CLASS (Report figures for program reported in Question 1 only.)

a. Number of weeks \_\_\_\_\_

b. Number of days per week \_\_\_\_\_

c. Number of hours per day \_\_\_\_\_

5. COSTS TO ELIGIBLE STUDENTS (Give information for program reported in Question 1 only.)

a. Did you accept nonresident students? YES \_\_\_\_\_ NO \_\_\_\_\_

	RESIDENT STUDENTS	NONRESIDENT STUDENTS
b. Did you charge tuition? .....	YES _____ NO _____	YES _____ NO _____
c. If YES, how much? .....	\$ _____	\$ _____
d. Did you have a registration fee? ...	YES _____ NO _____	YES _____ NO _____
e. If YES, how much? .....	\$ _____	\$ _____

6. Please give a brief description of this program, including such items as purpose, student characteristics (ability level, interest level, etc.), response to the program, and your evaluation of the program.

QUESTIONNAIRE FORM



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This study was designed and  
 written by Suzanne K. Stemnock,  
 Professional Assistant  
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